

National Education Association Number



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Volume XIX

JUNE 1923

No. 6

N. E. A. Convention's Call

World Conference on Education

Teacher Training and the International Mind

California Congress of Mothers and
Parent-Teacher Associations

Travel and Convention Notes

New Order in San Francisco

Last Word on Legislation

The "No Alum" Scare Crow

CHICAGO, May 1, 1923.

**TO THE DOMESTIC SCIENCE TEACHERS
OF THE NATION:**

Probably the greatest fraud being perpetrated on the public today is that of certain baking powder advertisements intended to keep housewives intimidated through the cry of "NO ALUM." These advertisements usually read, "No Alum—No Bitter Taste;" the suggestion being, of course, by inference, that alum is used in the manufacture of baking powder and that such baking powders leave a bitter taste in the food. Such claims are merely the peg upon which a lot of deceptive logic is hung later on, for in nearly every instance they are supplemented by arguments in the stores and homes with silly and absurd stories about alum baking powders and the ruin and havoc that they have wrought. The only aluminum compound used in baking powder today is Sodium Aluminum Sulphate. This is not alum. It contains no potassium and no water of crystallization.

It's regrettable that in this day of enlightenment and education, any manufacturers of note should feel that the only way they can meet modern and progressive competition is to intimidate every one who uses any product save their own.

Some manufacturers are running newspaper advertisements, some send circulars into the homes pretending to carry expert testimony, others employ house to house workers who go about and make silly and absurd statements that should be an insult to any American woman who enjoys the protection of our splendid pure food laws. Such methods are fast losing ground. Year by year the sales of brands that have depended upon prejudice for their support are falling off. Slowly, but surely, the housewives are learning the fact that so-called alum baking powders do not contain alum "as it is commonly known."

Some manufacturers of baking powder who have a national distribution still use the term "alum" because one lonely, solitary state in the union requires the use of the obsolete term. Said state requires that any aluminum compound used in baking powder, no matter what that aluminum compound really is, shall be designated by the word "alum."

Every teacher, and most every housewife, knows that no manufacturer can misrepresent the properties of his product on his label and get away with it very long. Many publishers, who are particular about the truthfulness of the advertisements which appear in their publications, are declining vicious copy, the purpose of which is to intimidate their readers. The fact is, no baking powder manufacturer uses alum as it is commonly known. We use Sodium Aluminum Sulphate, replacing a small quantity of the Phosphate for the purpose of retarding the action and increasing the keeping qualities of our powder. Our competitors are continually striving to lead the public to believe that this ingredient is common, ordinary lump alum, such as is sold in drug stores. Such statements are, of course, an insult to the intelligence of the teacher or student of chemistry, who long since learned that the term "alum," when applied to baking powder, is a misnomer and does not describe the true ingredient used in any baking powder today. The use of the term "alum" as applied to baking powders, was purposely coined by manufacturers of the old-style, high-priced type of baking powder.

Pennsylvania was one of the first states to protect its housewives against this form of intimidation by requiring manufacturers of baking powders to use the true term, "Sodium Aluminum Sulphate"—a substance of entirely different properties and composition to alum.

Such eminent authorities as Ira Remsen, Russell H. Chittenden, John H. Long, Alonzo E. Taylor, Benjamin Rush and Theobald Smith, besides the numerous eminent chemists and food officials on the state staff of Health and Pure Food Departments can be quoted in proving that Sodium Aluminum Sulphate makes a pure product just as desirable from a health point as any other type of baking powder manufactured.

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TO MEMBERS OF THE NATIONAL EDUCATION ASSOCIATION:

You will hold your Annual Convention in Oakland and San Francisco during the week beginning July 2nd. Truly your great meeting will be "A Vacation Convention in California's Wonderland." But while planning excursions to Tamalpais, the Redwood Country, the Yosemite, Lake Tahoe, Southern California, the Coast Resorts, the Big Trees, you'll be thinking out new plans and looking up new material for the coming year. We're planning to help you.

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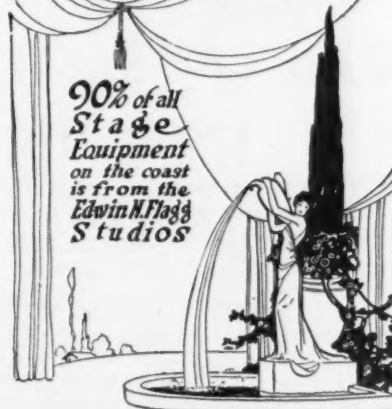
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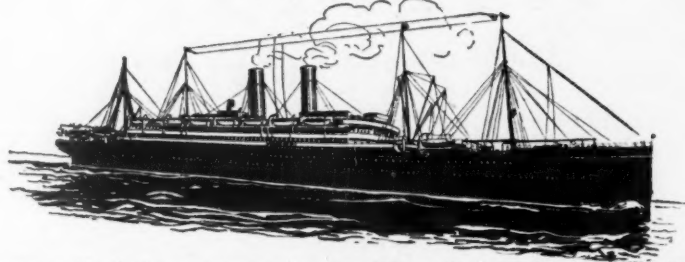
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JUNE 1923

LAST 'CALL

to
*Librarians, Purchasing Agents,
School Superintendents and Principals*

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Headquarters for the National Education Association Convention to meet in Oakland, California. The sessions of the Representative Assembly will be held in the Auditorium Theatre. Arena of the Auditorium will be located Registration Headquarters and all Commercial Exhibits.



EDITORIAL



JOSEPH MARR GWINN, now Superintendent of Schools at New Orleans, has been named the new Superintendent of the San Francisco School Department. The term is four years; the salary is \$10,000 per year. Mr. Gwinn is to take office July 1st.

NEW ORDER IN SAN FRANCISCO

In the selection of a Superintendent, the Board of Education gave consideration to many of

the foremost educators of the country, both East and West. Mr. Gwinn did not seek the position. Keen regret is expressed in New Orleans at his retirement from the city where he has served with distinction for a number of years, he now being in the midst of an unexpired term.

Again there is shattered a most fallacious theory held by many, that no man past the age of thirty-five, or at the most forty, should be placed in a position of administrative responsibility in the school system. A man slightly past middle life, Mr. Gwinn appears considerably younger, and is today at the height of his ability and career. His more than a decade of service as superintendent of the New Orleans schools; his work as director of teacher training in Tulane University; and his still earlier years as teacher and administrator in public and normal schools, has given Mr. Gwinn such touch with all phases of the school system as is possessed by few. His general education has been rounded out by honors from the University of Missouri and Teachers' College, Columbia University.

A unique and valuable experience following the Armistice of the Great War is to the credit of Mr. Gwinn. As a member of the Army Educational Corps of the A. E. F., he was stationed at Beaune, France, where was developed the American E. F. University. Never in history was there organized and set in motion in so

short a time the administrative machinery, physical equipment, curriculum and faculty for an institution of higher learning, as was done at Beaune. More than 14,000 students matriculated in all departments. Mr. Gwinn, then on leave from his New Orleans post, organized and directed the College of Education of the A. E. F. University. For this splendid service he was decorated by the French Government.

In speaking of Mr. Gwinn and of his qualifications for the new position, we speak with personal knowledge of him and his work. He is at present Chairman of the Americanization Committee of the National Education Association, and is cooperating in this work with the American Legion. He is president of the National Council of Education, serving the first year of a three year term. As a man he is genial and companionable. As an educator he knows schools; is a superior teacher and good judge of teachers, and possesses the qualities of administration and leadership in a marked degree. No man of our acquaintance exercises in larger measure that sympathy and poise and balance, and that mental and physical bravery coupled with tact and diplomacy, such as is necessary to produce harmony of interests looking toward worth while results in the most trying educational position in America.

It will be recalled that San Francisco until recently worked under a plan of school organization obsolete and archaic. There was a paid Board of Education, the members giving continuous service. The superintendent secured his position through popular election. Mr. Gwinn comes as the first appointive superintendent under the new order of a non-paid school board.

We confess to a keen disappointment that the board of education should tender to Mr. Gwinn a salary less than \$12,000, or that the

latter should have accepted a lesser sum. Many of the men and women now occupying important educational positions in this state are serving at salaries far below what their abilities and responsibilities justify. Even business men, in matters of education, are too often blinded by a false economy.

There are intricate and complex problems facing the schools of San Francisco. It is to be hoped that effort will be made to retain in the system as deputy, at a salary greatly in excess of the niggardly \$4,000 now paid, the man who has been of far greater value to the schools during these trying months than those who are close to the system may fully realize. Mr. A. J. Cloud, as Deputy and now as Acting Superintendent, has been marked for his loyalty, his quiet devotion to the cause, and his discriminating judgment under the most difficult circumstances.

We welcome J. M. Gwinn, and express confident belief that with all forces working together, the schools of San Francisco will be marked for their progressive and modern tendencies.

A. H. C.

FROM June 28th to July 6th will occur the meetings of the National Education Association and World Conference on Education. The sessions will be divided between Oakland and San Francisco. A joint committee from the two cities headed by Superintendent Fred M. Hunter of

N. E. A. AND WORLD CONFERENCE

Oakland is whipping into shape the details of meeting places, entertainment, hotel accommodations, excursions, exhibits, both commercial and educational, and the many other matters incident to the conduct of a convention, more important for results than any gathering of people in this or any country.

The business meetings of the delegates will be held in Oakland. The sessions of the World Conference will be in San Francisco. Other meetings will be divided most advantageously. President William B. Owen and Secretary J. W. Crabtree of the N. E. A. and Dr. A. O.

Thomas, President of the World Conference, are using the utmost effort to make the meetings of national and international scope and importance.

Thousands of visitors will attend from the East. An especially large representation is expected from the Pacific Coast. California should show an attendance and membership before unequalled in the history of the N. E. A. The list of official delegates from California is given on page 327 of this issue.

All those who are to attend the Convention should make hotel reservations at once.

A. H. C.

A RECENT leaflet from the Bureau of Education suggests interesting reflections for education of all classes. It has to do, primarily, with the experiences of war librarians. In a statement of 15 respects, it answers the question "What have libraries learned from the war?" Two of these

THE USE OF LIBRARIES

are of more than passing interest. First among these editorial comments and first of the librarian's notations, is the obvious but disconcerting statement that "the great majority of men under ordinary circumstances are not influenced directly by books and libraries." It was found true in camp observations that "hundreds of thousands of men had no experience with public libraries and were not in the habit of reading books." The thought emphasizes again the truth being forced upon us that to have secured to every one the ability to read is a questionable benefit conferred. It may be used to bad as well as good ends, or, with no reading habit fixed, not used at all. The school exercise of lesson-getting does not usually tend to the enjoyment of books, but, at its best only the mastery of a book. Not only is it no incentive to companionship with books, but is often of such character as to deter the pupil from going to books to satisfy wants. Indeed it may curb the development of such intellectual wants as books might satisfy. These strictures do not, by any means, apply to all schools, but express

a tendency to which most of them are subjected whose school requirements and products are measured in group stages and reactions. In school and college the regret of Helen Keller that "she had so many lessons to learn that she had no time to think" is found to be the experience of most students. And the fact is particularly evident among elementary pupils. And if reading is to become a habit, discriminative, purposeful reading, it must take a set before the middle teens. To have become familiar with books and to find them both companionable and informing are more important than any learning of exacting and formal, uninviting lessons. With California County Free Libraries extended to cover all of the 58 counties, to reach all pupils and the homes, a more hopeful result may be expected.

ACCESSIBLE BOOKS

The last sentence implies that people do not read, primarily because books are not easily available; and that if they could be surrounded by book material that touches their lives, they would, more generally, use it. The second lesson noted as resulting from the experience of library service in war camps is that "men will read and study when books are made easily accessible in attractive rooms." Let it be conceded, at once, that the desire for books is an acquired taste. It must be systematically cultivated as a proximate end in schooling. It is not a knowledge of history so much needed as such a cultivation of the history sense as will lead to following its record. To have surrounded youth with the material for reading, books, school and home libraries, widely distributed public libraries, all of them bulletining their resources for the answer to current questions, and much publicity of their services, will go far to attract readers and aid in fixing the habit of using them. The too-much confinement to the **book** is subversive of the purpose to make readers of **books**, which is a much-desired accomplishment of the schools. Much as California has achieved through its County Libraries, there are many thousands who have not been reached by them. Their further ex-

tension in the 43 counties now organized; their introduction into the remaining counties, and the more general distribution of city branch libraries, will all be a stimulus to a wholesome literary and informational sense in the schools, and fix the habit of using books. R. G. B.

NOTICE has been taken by this magazine, both editorially and by contributors, of the necessity of having a census of schoolable children, and of the inadequacy of the existing provisions for taking it. At present the responsibility rests with school principals, teachers and parents—a divided

THE SCHOOL CENSUS There is no law to compel parents to register their children and many

evade it. In Berkeley is found a striking example of the defects of the law. Teachers and principals, aided by the Department of Research and Guidance, after three months of searching, found but 11,129 children between the ages of three and eighteen years. The public school enrollment in the same period being 12,069, the discrepancy becomes apparent, and bespeaks the concealment of some hundreds, if not thousands of others. Superintendent Wilson justly asks, "If with an organization, and the class of people we have in Berkeley no better showing can be made, how much dependence can be placed upon such statistics gathered in the larger and more cosmopolitan communities?" It is evident that in the urban centers of California, in which more than half of the state's population reside, many thousands of census children escape registration; and as aid in enforcing school attendance it is a failure. What is wanted, however, is not repeal of the law, but such revision of it as will make a 100 per cent registration of such children not only possible, but certain. Reliable officers appointed for this purpose, and systematic procedure, with such penalized compulsion upon parents as may be necessary, should make it possible for school authorities to know assuredly who should, and who may not, be found in the schools. A. H. C.

IT is unfortunate that our school nomenclature is so ambiguous. The transitional stage of reorganization explains, possibly, the confusion. In several states the junior high school has unlike meanings and different grade limits; as have grammar school, intermediate

SCHOOL CONSOLIDATION

and primary grades and elementary classes. In most systems the junior college either has no recognized standing, or comprises two, or three years, indifferently. Our systems are in process of forming, at least re-forming. While confusing in making comparative studies, it reveals some promising features. The very diversity of plan indicates the extent to which local conceptions of school needs dominate school provisions. An occasional expression of fear lest a centralizing tendency may replace local control would seem to be groundless. Whether among the states or within any state, the diversity of systems and opportunity for the several degrees of schooling are so varied that one is inclined to think greater unity is the real need. For a fairly homogeneous population such as ours, more uniformity of organization of like parts in the system is not only desirable, but promises greater efficiency.

RURAL SCHOOL CONSOLIDATION

These reflections have been suggested by a rural school bulletin of the U. S. Bureau of Education, in an attempt to answer the question, "What Is a Consolidated Rural School?" In the popular estimate it means (1) a union of districts or schools, (2) high school instruction, and (3) transportation of pupils. California, Nevada, Colorado, Missouri, Pennsylvania, North Dakota, Washington, Iowa, Ohio, Michigan and Mississippi have centralized, or union elementary schools, also providing otherwise for high school instruction. Some so-called consolidated schools are one and two-teacher schools. Of transportation of pupils, but twelve states make it mandatory. In certain other states it is permissible, the distances being considered. For California, as for a number of other states, the need seems to be the union

or centralized elementary school and an elimination of the one or two-room school of all grades and loosely classified. We suffer less than most states from the improvident, profitless small school, though there is room for improvement. But with 200,000 one-teacher schools in the United States, the problem of isolated or centralized elementary schools assumes dangerous proportions.

R. G. B.

THERE is little of importance to add at this time to the report on educational legislation as appearing in our May issue. Of course the last word has not been said.

THE LEGISLATIVE SITUATION

The legislature is still some days from adjournment and after that will follow a period in which the Governor may sign or veto such measures as are passed up to him.

Decision was reached some months ago by the organized educational forces of the state, that no lengthy program of proposed legislation should be submitted at this session. The extensive and far-reaching legislative program enacted two years ago, and the decided tendency toward reaction, not only in California, but generally throughout the country, pointed clearly to the need for holding determinedly to those advances already gained for the schools. Therefore little new legislation was asked, aside from clarifying and strengthening of already existing laws.

With the presenting of the Governor's Budget, all other matters assumed minor proportions. The original bill provided most inadequately for support of the Teachers' Colleges and the State Department. Following prolonged discussion, this Budget Bill received certain amendments at the hands of the Senate and Assembly. These provided for a slightly more liberal support for teacher training, especially at San Jose and San Francisco; for the School for Deaf and Blind, the Sonoma State Home, the State Railroad Commission and other institutions.

The Governor, true to form, vetoed all these

amendments and sent the bill back as originally framed. Any change under these conditions requires a two-thirds vote of both houses and such vote it is well nigh impossible to muster, as even those who oppose the Governor hesitate to vote contrary to the veto of the Chief Executive.

Future action by the school forces is uncertain. Decision must be reached on close of the legislature. Our entire school system is now in jeopardy. Fortunate indeed are we that we have as State Superintendent of Schools a man entirely fearless and without selfish motives or personal ambition. Great credit is due Mr. Wood and the Department for the determined stand taken and maintained throughout.

The Budget Bill itself, and entirely irrespective of the attitude of Governor Richardson, is a most dangerous and defective instrument. Under the bill the Governor submits his budget with the merest possibility of any change being made by the legislature. The idea of budgeting all state income and expenditure is eminently sound. It is a defect in the present bill that places all power in the hands of the Governor. Our first experiment illustrates how the power may be abused.

A. H. C.

FOR years the schools of our national capitol have been recognized as far from either efficient or adequate. Governed by a congressional committee, they have been made a political football. Residents of the city having no suffrage rights in municipal affairs, have had no voice

SCHOOLING IN the management of
WASHINGTON, D. C. the schools. The control has been marked

by vacillation, party biases, and meager support. In one of the most beautiful and attractive residential cities, visited by distinguished citizens from foreign nations, a place of interest to every citizen of the United States, it is cause for humiliation that the schools should be anything less than a model for the states.

Now it has been proposed to invite a body of

educational experts, ten or more, to study the conditions and report to the joint congressional committee the needs, to the end that the schools be brought to do their proper work. For this group of investigation, two names have been suggested,—Dr. John H. Finley, former State School Commissioner of New York, and Dr. Thomas E. Finnegan, Superintendent of Public Instruction of Pennsylvania, both of whom would command the confidence of school people generally. Washington, like many other cities, needs increased accommodations and increased revenues. The Board of Education's request for \$10,000,000 was cut, recently, to \$7,000,000, notwithstanding overcrowded school-rooms, half day classes and insufficient equipments. It is cause for congratulation that the critical discussion stage has been reached, and it may be hoped that improvement in schools may result.

R. G. B.

ON more than one occasion since its founding, the National Education Association has been honored by the presence of the President of the United States.

PRESIDENT
HARDING
INVITED
TO N. E. A.

Hope is expressed that President Harding will appear before the N. E. A. Convention at the Oakland-San Francisco meeting. The following telegraphic invitation was sent on

April 26th:

"President Warren G. Harding,
White House,
Washington, D. C.

California Teachers' Association and California Council of Education representing more than twenty-four thousand members of the teaching profession, cordially and earnestly invite you to address the Oakland-San Francisco Convention of the National Education Association in session here June twenty-eight to July six next. Your acceptance will give nation-wide satisfaction."

Under the date of April 27th, we received the following communication from the White House:

"My dear Mr. Chamberlain:
I have been glad to bring to the atten-

tion of the President your kind message of April 26th, and he asks me to thank you and all concerned most heartily for the invitation which you are good enough to extend to him. While no definite arrangements have as yet been made in connection with the proposed visit to the Pacific Coast, should the President decide to make such a trip he will be glad to keep your wishes in mind when he prepares his itinerary.

Sincerely yours,

Geo. B. Christian, Jr.,
Secretary to the President."

At this writing there are somewhat definite indications that the President will make his proposed trip to the West and to Alaska. Should he be able to arrange an hour for the benefit of the National Education Association, he will find an audience most attentive and appreciative.

A. H. C.

THE centralized state control of a system may not be the last word in school administration. Marked advantages do accrue to education from state-wide, concerted effort, on a plan that covers the whole area and regards the years. The opposite of this policy is the common one; the unequal moving forward of the political units, the clinging to provincial and local habits and discrepancies in the school product; and the corresponding tendencies to temporize in accommodations, equipment and support. Few of us have the vision to see what may be required for the schooling of a population group, two or three years hence, much less a generation hence. The result has been patch-work over the state, and piece-work in time.

Through a donation to the state of more than \$3,500,000 by Pierre S. duPont, Delaware has been enabled to do the better thing. A program of wisely distributed building upon a definite plan is being carried out. Already 19 white schools with 2,644 sittings have been completed at a cost of \$650,000; 37 colored schools with 2,845 sittings, and 25 others with 1,950 sittings. The fund is administered by an auxiliary association which, beside its building

construction, has been largely instrumental in the development of Community Organization of citizens, an expansion probably of the Parent-Teacher Association. The state has now 230 of these societies, holding meetings in the school houses, and active in the improvement of the schools. The auxiliary has provided visiting teachers; aided the summer schools for teachers; cooperated in providing school medical inspection and dental hygiene; reenforced the work of the Delaware Safety Council; and maintains a Bureau of Americanization, and a Public Employment service. Delaware gives promise of great things educationally; and mainly because they are cooperating on a state-wide, well thought out program to meet all needs.

R. G. B.

LAST WORD ON LEGISLATION

On this date, May 21, as we start the presses for this issue, the Legislative situation is as follows:

A. B. 1290, Stowe, relating to the investigation of the State School System. Bill killed in Senate Committee.

A. B. 534, Dozier, relating to Tenure of Teachers. Bill killed by the Assembly.

S. B. 127, McDonald, Retirement Salary Law providing for increase in contributions of teachers to \$24.00 per annum, and increase in salary to \$720.00 per annum. Bill passed both Houses and now before the Governor.

S. B. 123, Dennett, relating to Establishment of Kindergartens. Bill killed in Assembly Committee.

S. B. 417, Dennett, relating to Religious Instruction. Bill killed in Assembly.

A. B. 1064, Cleveland, relating to Rural Supervision. Bill before the Governor. As finally amended, the bill provides for the appointment of supervisors by the County Superintendent of Schools, the salary to be paid to be determined by the County Board of Education.

A. B. 980, Bromley, providing that all Boards and Commissions shall hold appointment at the pleasure of the Governor. Passed by both Houses and before the Governor.

Those Senators and Assemblymen voting in opposition to this measure are reported to be leading in a movement to invoke the referendum on this bill.

A. H. C.

THE WORLD CONFERENCE

AUGUSTUS O. THOMAS

Chairman Committee on Foreign Relations

AMERICA is extending a hand to the nations of the earth, to our Americas and across the sea. It is a hand of friendship and comes through education. The eagerness with which the hand is accepted by our sister nations is deeply gratifying and there is every assurance that there will assemble at San Francisco June 28th the representatives of fifty countries to deliberate upon fundamental and far reaching principles for the welfare of the world.

While statesmen and financiers are seeking to settle the debt of the past the coming Conference will seek to determine the debt of the future or the debt of the present generation to the next. Education has been called the debt of maturity to youth. The adult generation is the keeper of the children; it may direct their ideals, it may shape their destinies.

Hamilcar took young Hannibal before the altar of Bael and made him swear eternal hatred to Rome. This was the old spirit of the ages. If enmity and hatred and revenge can be cultivated into the human heart, then friendship and good will and love may be cultivated with equal force.

It is our purpose to take the rising generation before the altar of truth and justice and impress upon their youthful minds the great virtues which must actuate the people of the earth if the people of the earth are to dwell together in brotherly love.

We do not in this Conference hope to end war. That would seem an impossible task. Probably so long as hatred, envy, malice, revenge, cupidity, selfishness and jealousy are found in the individual heart they will be found in the heart of nations, and strife and contention and war may result. It is possible that the Four Horsemen may ride abroad throughout the world in each succeeding generation, but if we can succeed in increasing the intervals between wars we shall have done our work and possibly in time the intervals may so lengthen that wars shall cease.

It is not the purpose of this Conference to discuss such questions as the invasion of the Rhur, the Turkish situation, the Russian Soviet or the Irish dilemma; those rocks upon which the nations have or may split are not for us to consider, but we shall deal with those fundamentals of education which may be universally applied and which are known to

possess such salient forces as will be beneficial to all mankind.

Broadcasted throughout the world has gone the call to send delegates to the World Conference which will convene at San Francisco, June 28th and continue in session until July 6th. The invitations are extended to educational associations, ministers of education, educational institutions and prominent educators.

But this call did not go out from America without suggestions from other countries. At the Salt Lake City meeting of the National Education Association were present a number of educators representing foreign lands. They brought messages of friendship and good will from their rulers. It was suggested that the people of the earth get together on an educational basis. At that meeting, Mrs. Josephine Corliss Preston, President of the National Education Association, appointed a committee on foreign relations. This committee was continued by Mr. Fred M. Hunter, the succeeding President. At the Des Moines meeting in 1921 it was voted to call a World Conference on Education in 1923 and the committee was directed to proceed with arrangements. Miss Charl Williams, President of the National Education Association for 1922, continued a constructive interest in the work of the committee and assisted in formulating the general plans for the call. The Boston meeting again emphasized its belief in the necessity for such a movement.

It is fitting that this call should come from the National Education Association, a non-sectarian, non-political, non-commercial but wholly professional, philanthropic and unprejudiced society. It is fitting also that the call should come from America, for no nation has ever or ever shall present a situation identical to that found here. Cosmopolitan in the extreme, its population is made up of the peoples of the earth, the blood and tongues of all races. Here are found the kindred ties which bind America to all other lands. From the inception of the American republic to the present time, our gateways have swung wide, our vast resources have been placed at the disposal and a beckoning hand extended to the peoples of the world; they came with no common religion, no common tongue, no common literature, no common history, no common racial traits, no common governmental tenden-



View of San Francisco's City Hall, the Central Feature of one of the
Finest Civic Centers in America.



Exposition Auditorium, San Francisco, where the First World Conference on
Education is to Meet.

cies or prejudice. They came out of all climes and all lands. Here as nowhere else, is found the mingling of the races. No nation can send to this great Conference its representatives and not find warm hearts, and intelligent and understanding ears. The people of the great republic, powerful, just, actuated by high ideals, are in a more understanding position to welcome the nations than any other nation under the sun.

So far as it is possible to reach the people, letters, invitations and circulars have been sent into every nook and corner of the globe. Already has come responses. Delegates have been named—many of them already are in America. Many of these delegates so vitally concerned about the progress of education will spend weeks in America studying our educational structure, our institutions, and telling us of their own. Not the least of the by-products of the great Conference will come through the mingling of these delegates with our own educators and in their talks and lectures to the students and teachers on educational methods and procedure in their own countries.

The Conference will be divided into seven groups for the preliminary consideration of the various subjects of the agenda. There will probably be an intermediary committee which will assemble the reports and put them in proper form for the consideration of the plenary sessions. Delegates will have the privilege of participating in whichever of the groups contains the greatest interest for them. The subjects for consideration will include the advisability of government scholarships to graduate students; the advisability of providing educational attaches in connection with embassies and legation; an attempt will be made to discover the most advantageous means of teaching world civics and ethics or points of contact between nations—including postal regulations, treaties, passports, consular and ambassadorial systems, trade relations, etc. It will also consider the materials used in our textbooks which have a direct bearing upon national ideals, manners and customs and general industrial and commercial situations. The health aspects of the world's children will form the basis for one of the largest and most important groups of the session. Character education, rural life programs, library service, universal education, including adult education, the exchange of educational articles and periodicals and the formation of a permanent

international education association will form the basis for action.

On July 4th will occur a pageant which will have for its principal object the bringing together of the nations on a common ground of patriotism. This pageant will include folk songs and folk dances in tongue and costume. An ensemble of the flags of the nations, which participate in the Conference, will be a feature and delegates will be able to see some home element in the pageant. The persons taking part in costume, as well as in song and dance, will be of the nationality represented, so that no overdrawn conclusions will enter into it.

The program will include many of the world's great educators. Interested people will have opportunity to hear people from all lands address the Conference. The plenary sessions will be open, so far as room will permit, to interested persons. The group activities will be held in the various rooms in the Fairmont Hotel, which will be headquarters for the Conference. The evening session of June 28th and the afternoon session on the 29th will occur in Native Sons' Hall. From present indications, a large number of American educators, as well as lay-citizens, will be interested in the deliberations of the plenary sessions which will occur during the afternoons of July 3rd and 4th and all day July 5th. The Auditorium in which these plenary sessions will be held should provide ample accommodations for interested spectators.

Conference Groups

- Group A. **International Cooperation:** (1) Educational Attaches, (2) Scholarships to Graduate Students, (3) Federation of Educational Associations, (4) An Educational Clearing House, (5) International Universities.
- Group B. **Dissemination of Education Information:** (1) Universal Libraries, (2) Exchange of Periodicals, (3) Exchange of Articles, (4) Correspondence Among School Children as Promoted by the Junior Red Cross, (5) Geography and General News Service.
- Group C. **Conduct Between Nations:** (1) World Civics, (2) International Ethics, (3) School Readers as a Basis of Appreciation, (4) Encouragement of Exchange among Professors and Teachers, (5) Textbook Materials which will give better Understanding of Higher Ideals of National Neighbors.
- Group D. **International Ideals:** (1) Character Education, (2) Social Studies, (3) World Peace, (4) The Debt of the Present Generation to the Future, (5) International Good Will Day.
- Group E. **Health Education:** (1) Health Aspects of the World's Children, (2)



Oakland's Striking City Hall and a View of the Immediate Business Section of the East-bay Convention City.

Fundamental Knowledge of Health Principles, (3) Health Habits, (4) General Principles of Sanitation, (5) Recreation and Play, (6) Training of Teachers for Effect Service.

Group F. **Universal Education:** (1) Removal of Illiteracy, (2) Thrift Education, (3) Proper Balance between Liberal and Vocational Education.

Group G. **Rural Life Conservation:** (1) Rural Life Conditions in the Several Countries, (2) Rural Education, (3) Types of Instruction and Types of Schools which Bring Best Results, (4) Rural Children and the Work Problem, (5) The Rural Teacher and How to Create a Rural Teaching Profession.

Group H. The Pan-Pacific Union.

N. E. A. CONVENTION'S CALL TO CALIFORNIA'S TEACHERS

FRED M. HUNTER

Superintendent of Schools, Oakland

THE annual meeting of the National Education Association which convenes in Oakland and San Francisco from June 28 to July 7 will attract the interest of every teacher and school worker in California.

Three things of importance among many others stand out: first, the general significance of the educational problem just at this time; second, the rise of the new professional spirit functioning largely through the National Education Association, and third, the part which it is the privilege of California to play in this convention.

The extreme importance of the present educational situation can scarcely be over-emphasized. Our business recovery since the days of the war-reaction must be considered practically complete at this time. We no longer are under temporary or extraordinary stimulation as we were during and immediately following the period of mobilization of the country's forces. We are facing now the problem either of retrograding after stimulation, or of adopting consciously a strong normal attitude that shall make for sane effort and permanent advance. It is absolutely imperative that we gather our powers together and go forward. The elements which always attack education have been held in check under the pressure of the nation's necessity; this special necessity having been withdrawn, we are again exposed to the attacks of organized reactionary forces. We must move against these with enduring faith in our cause and watchful energy. But who is to be the captain of this movement?

The National Education Association has developed in this country to the place where it inevitably becomes the leader we are looking for. In some matters the society has advanced so rapidly that a considerable number of its members have still not had an opportunity to observe all the achievements of the association. Some persons perhaps have yet to grasp the importance of the fact that between the

years 1918 and 1922 the membership of the association moved from 10,000 to 100,000; that in 1922 the reorganization of the association placed it upon a thoroughly democratic basis, increasing the scope of its activities, and at the same time strengthening its contact with the teaching body; that the development of the Journal of the National Education Association has furnished an organ of international reputation for discussion of educational affairs and points of view.

With this growing strength the N. E. A. has also grown in responsibility. At present it is sponsoring the bill before Congress which provides for a Department of Education in the United States government; it constantly conducts a campaign favoring initiative from, and recognition of the classroom teacher; it supports a department of research which makes it possible for the smallest school system in the country to benefit in the findings of the most skilled experts, and of the most favored communities; it furnishes a medium wherein all educational workers can gather together, either in fact or in spirit, for the exchange of ideas and for the better planning of unified activities.

Individually, teachers of the nation owe almost unbounded fealty to this parent association. Its strength and its numbers make possible for each teacher in the nation a share in the advance achieved by the whole body. The teacher's entire position in the nation and in the community has been furthered by the National Education Association; his or her contribution has become recognized and thereby strengthened; moral support and encouragement have flowed from this great society to each special member, or smallest group of members, in their times of need. Each member, in turn owes an equal appreciation to the association, and should feel true fellowship with the national group.

California at this time has an especially privileged part to play. To become, as it

were, host to this great assembly is an act in which the state may well take pride. The various committees have endeavored to meet this responsibility worthily, giving without stint of their time and energy. Fifteen thousand dollars was necessary to defray the business expenses of the convention. This was raised within a short time after the call came to put our shoulders to the wheel. Other matters involving much care and detail were arranged with equal speed and good will. A Central Executive Committee contributed its quota towards general organization. In Oakland the teachers, acting through the Oakland Teachers' Association, formed a central committee for the Oakland group which drew a one hundred per cent response from the teachers, either individually or through such organizations as the School Women's Club, the High School Teachers' Club, the Kindergarten Club and the Principals' Club. In San Francisco the replies of teachers and of organized groups of school people to any suggestions for aid and service were equally quick and generous.

In general, Oakland is to furnish general and executive Headquarters for the convention and will be the scene also of all the day meetings, one half of the departmental and allied meetings and all the commercial exhibits. San Francisco will have the evening meetings, the remaining half of the departmental and allied meetings and the educational exhibits. The World Educational Conference, to be held in conjunction with the National Education Association, will be at San Francisco.

Exhibit Headquarters in Oakland will be the Municipal Auditorium, and General Headquarters will be the Hotel Oakland. In San Francisco, Exhibit Headquarters will be the Civic Auditorium, while the World Conference Headquarters will be the Fairmont Hotel.

Some of the matters discussed will be epoch-making. It is interesting to remember that when last a great educational group assembled here the clouds of the world revolution were just gathering. It is a fact for special congratulation that we meet here again just as the possibilities of a truly new era of enthusiasm, of work and of accomplishment are opening before us.

Teachers of California will wish to come en masse to this great meeting. We want to see you as a generous, enthusiastic, collective host greeting our national guests, and giving them the hearty encouragement and welcome

of fellowship that is famous in the west. Remember that this is **your** convention, fighting **your** battles, protecting **your** ideals, maintaining **your** profession in its rightful place of dignity and social leadership. The Call is to **You!** Remember, too, that it is gasoline that makes the automobile go; it is people who make a convention; it is spiritual power actually applied that makes the world move. Apply that power!

SCHEDULE OF MEETINGS—WORLD CONFERENCE AND N. E. A. CONVENTION

THE World Conference on Education—June 28-July 6, will hold its general meetings, plenary sessions, and group meetings in San Francisco, with Conference headquarters at Hotel Fairmont, San Francisco.

The National Education Association, July 1-6, will hold its Representative Assembly in the Oakland auditorium; its general evening sessions in the San Francisco auditorium; headquarters and registration in the Oakland auditorium; commercial exhibits in the Oakland auditorium; and educational exhibits in San Francisco. State headquarters will be in Hotel Oakland, Oakland, California.

To be Held in San Francisco—Fourth of July pageant and civic celebration; National Council of Education; Dept. of Business Education; Dept. of Child Hygiene, Physical Education and International Health Education Conference (merged); Dept. of Deans of Women; Dept. of Educational Publications; Dept. of Higher Education; Dept. of Immigrant Education; Dept. of School Administration; Dept. of Normal Schools; Dept. of Secondary Education; Dept. of Vocational Education and Practical Arts; Dept. of Wider Use of Schoolhouses; Boy Scouts; Campfire Girls; Children's Bureau Conference; Junior Red Cross; National Federation of Modern Language Teachers; National League Teachers' Associations.

To be Held in Oakland—Dept. of Classroom Teachers; Dept. of Elementary Education; Dept. of Kindergarten Education; Library Department; Dept. of Music Education; Dept. of Rural Education; Dept. of Science Instruction; American Home Economics Association; Illiteracy Conference; National Council Teachers of English; National Conference on Educational Method; Visual Education Conference; National Council of Administrative Women in Education.

TEACHER-TRAINING AND THE INTERNATIONAL MIND

FRANK F. BUNKER

Executive Secretary, Pan-Pacific Union

IN the revision of the courses of study in history offered at the San Francisco State Teachers' College, the president, Dr. Fred-eric Burk, has applied in a most significant way one of the principal suggestions made at the Pan-Pacific Educational Conference held in Honolulu in August, 1921. Among the resolutions adopted at the Conference, it was proposed that all possible educational agencies, and especially the subjects of History, Civics, Economics and Geography, be utilized to eliminate racial prejudice and antagonism, and to promote better understanding and co-operation among the peoples of the Pacific.

Dr. Burk, who attended the Conference as a delegate from the United States and who took an active part in the discussions and in framing the resolutions adopted by the Conference, has announced two courses which break new ground in the laudable effort to extend the horizon of the student-teacher's mind beyond the limits of her own country. One of the courses is entitled, "The History of the Pacific Orient;" while the other carries the caption, "The Pacific—Explorations and Settlements."

The outline of the scope which it is proposed that these courses shall cover make interesting reading, as the following excerpts will show.

"Hist. 6—THE HISTORY OF THE PACIFIC ORIENT:

A course which shall have for its goal an elementary conception of the affairs of Asia and the Pacific nations with which the United States and particularly California are being brought into ever closer contact, commercially, politically and socially. Upon the reasonable understanding and just neighborly relations with the Pacific, the present serious concern of the United States chiefly rests. In developing among our people through every avenue of education, an intelligent comprehension of our Oriental relationships, we have been singularly and seriously remiss. In no world area is history so indispensable an element of comprehension as in the nations of the Orient, for they still actively live in their past. The Far West fails so utterly in comprehending the Orient because the West comprehends so little of Oriental history where centuries are but as Western years.

"This course will therefore undertake to give fact, setting and color to the antiquity of the chief nations—India, China and Japan, their ancient religions, philosophies of life, ideals, their great heroes,

means of government, customs, etc.; the slow changes and slight development of the centuries; the influences of the invasion of Australia and India by the English, of the East Indies by the Dutch and the white penetration of China and Japan; the inhumanity of the early commercial exploiters as partial explanation of the dogged suspicion of the Orient as to the good intentions of the white races in modern times; the inevitable mutual misunderstandings due to conflicts of Oriental and Western ideals, philosophic and social conceptions, commercial processes, etc.; the modern problems of relation with the Orient—36 hours.

"Hist. 7—THE PACIFIC—Exploration and Settlement:

It is an anomaly that while undue attention has been given to the early American settlements upon the Atlantic seaboard, nothing has been taught in the schools, even in Western states, and little is popularly known, concerning the early Pacific explorations and settlements and the history of the conquest of the South Pacific Islands. It is a field of dramatic and tragic events, in which heroic characters stand out in clear perspective, with which the Atlantic has little to compare. Moreover, the history of these events is more complete in detail and authentic in official records. For desperate undertakings, for inhuman cruelties of man to man, for daring fearlessness upon trackless seas and unknown shores, for the long search for the phantom northwest passage, history has nothing to offer in comparison. Upon the other hand, the devastating white invasion of the South Seas, the romance of the slow death of the kindly-natured, laughter-loving peoples, their customs, pageants, and simplicities are no less interesting and instructive for history, literature and anthropology—36 hours."

The Era of Internationalism

Without any doubt, the world is entering upon an era which the historian of the future will label "the era of internationalism." Heretofore, the modern state has been so pre-occupied in the task of overcoming the physical difficulties of its location; with increasing its population and supporting it; with developing its natural resources; with effecting internal organization; with enlarging the circle of its territorial jurisdiction; with extending its trade and consolidating its gains—in short, it has been so busy with the business of obtaining for itself a secure and more ample existence that it has developed in its people an attitude of mind that is at once aggressive,

sensitive to offence, and narrowly nationalistic in its outlook.

Only slowly, reluctantly and incompletely has this spirit yielded to the softening influence of world-mindedness. The world war, however, brought this state which was dominated to an unparalleled degree by selfish nationalism up with a sharp turn and in teaching the arch-ruffian among nations that there are international rights and relationships that cannot be violated with impunity it has conveyed to the sharpened senses of other nations, as well, that a new order is being ushered in, an order in which the idea of "merciless nationalism" must give way to the more genial and friendly impulses which spring from the possession of an international consciousness.

The International Consciousness

The essential quality of that consciousness which is responsive to world relationships is understanding; and understanding among peoples is arrived at only through a happy admixture of education and love.

It is ignorance that confines the field of one's consciousness within the limits of one's personal self or of one's own state or nation and it is this limiting of consciousness that gives rise to that sense of separateness, of unlikeness, of inequality, of intolerance which is characteristic of the ignorant and which, in turn, is the soil out of which spring misunderstandings, quarrels, and race warfare with its train of cruelty and horror. The ignorant live within a narrow circle of conscious relationships. They do not perceive that they are bound to their fellows and to their surroundings by myriads of invisible ties and that what benefits one or injures one benefits or injures all. Neither do they perceive that the community they claim as their own is but the least unit in an ascending hierarchy of relationships which embraces the world. Like the unhatched chick, in their self-centered isolation, the ignorant are shut off from sunshine and air and the freedom of a larger and more complete life. Education alone has the wit to break through the prison walls of their limitations and set them free that they may be united with all mankind through understanding.

But the educational process, all too frequently touches only the intellect, leaving the heart stone-cold. One of the world's sages, with profound insight, has remarked that we can never gain a true view of man unless we have a love for him. He made this statement

because he recognized that man is essentially spiritual and that spiritual contact with another can be had only through love. But just as education without love is hard and cold, so love without knowledge is soft and sickly. A mere sentimental upwelling of emotion toward the peoples of the earth, of the universal, generalized and sniffling type is worthless. On the other hand, that love and appreciation which come from the knowledge of why one's neighbor, near or far, is what he is, is of the highest order.

Geographical discovery and scientific advance have brought every portion of the earth into intimate contact. There is no region, however remote, or no people, however secluded, that now remains untouched by the currents of world traffic and of world politics. Whether the stupendous readjustments which must be made in this new era into which the world is now entering can be effected without further appeal to the God of War, who never fails to exact a frightful toll from his votaries, depends upon whether in the minds of men, in the progression from within outward, education and love have kept pace with the enlarging geographical horizon and have drawn a circle large enough to include the whole of mankind.

The Teacher an Agent of Internationalism

Such provisions for teacher-training as those proposed by the San Francisco State Teachers' College spring from the clear recognition that the teacher in her schoolroom occupies a position of opportunity and of grave responsibility in respect to the development and maintenance of friendliness among peoples and races. The Prussians have long had a saying that whatever you would have appear in the life of a nation, you must put into its schools. And for all time Germany will stand as a sinister example of what can be achieved when all the agencies at the command of the state are directed to the accomplishment of a single purpose.

Quite apart from her business of passing on to her pupils the accumulated store of information and knowledge, the teacher has tremendous possibilities as an agent of internationalism through her power to "color education," as Sir Auckland Geddes put the matter, in a notable address on education.

The Color of Education

Sir Auckland made clear the meaning he wished the phrase to convey by referring to the schooling which his brother and himself had received. One obtained his early educa-

(Continued on page 335)

CALIFORNIA CONGRESS OF MOTHERS AND PARENT-TEACHER ASSOCIATIONS--STOCKTON CONVENTION

VAUGHAN MacCAUGHEY, San Francisco

A VERY hopeful sign in our modern times of organization has been the mobilization of feminine brains for the welfare of the race. In earlier times the relation of the mother to her child was individualistic and essentially a home affair. Today we are witnessing the regimentation of all the mothers, in a new social consciousness, for all the children. And not mothers alone, but fathers and teachers too—a powerful flying wedge, when fully operative, for the conservation of childhood and the up-building of humanity.

The recent Stockton convention, representing some 81,000 California home-and-school-people, was a splendid and inspiring demonstration of the effective and militant socialization of the mothers of the Golden West. Three hundred high-grade, representative women, symbolizing the fine motherhood and teacherhood of California assembled at Stockton May 8-11, for a distinguished series of sessions and addresses.

These splendid organizations are engaged in bringing the teachers and parents together in closer cooperation for the benefit of the child in school. Hot lunches have been put into the schools at a nominal price where needed. Milk has been supplied to delicate children in many sections through their instrumentality. In the northern part of the state these women have stood behind the Boy Scouts and worked for playground equipment, besides the hot lunches and similar standardized work. In the Los Angeles section considerable attention has been given to raising money for keeping students in school. Sometimes the money is given in scholarships of \$20 a month. Often it is expended in loans. Baby conferences, nutrition classes and clothing centers are among the good things established by these women. The few things mentioned as a part of their practical work fully justify the existence of Parent-Teacher clubs.

Mrs. Harry J. Ewing, of San Jose, who has handled the large affairs of the P. T. A. most commendably during the shining three years of her presidency, led the great convention with fine enthusiasm and effectiveness. Her honorable successor, Mrs. Hugh Bradford of Sacramento, was splendidly received, and will carry on the rapidly expanding statewide program of the congress.

Those who were elected with Mrs. Bradford,

and officially installed with her in office are: Mrs. R. L. Cardiff, Santa Cruz, first vice-president; Mrs. W. A. Price, San Diego, second vice-president; Mrs. J. J. Barry, Petaluma, recording secretary; Mrs. Carl Schnabel, Yuba City, corresponding secretary; Mrs. J. Stuart Moore, Stockton, financial secretary; Mrs. G. A. Reilly, treasurer; Mrs. Walter Osborn, Bakersfield, auditor; Mrs. G. M. Bartlett, Pasadena, historian; Mrs. A. E. Thurston, parliamentarian.

The reports of state chairmen were most interesting. Outstanding among them was the visual report given by Mrs. Edith Dow Moulton, chairman of the department of thrift. She was assisted by twenty women and several children who bore placards carrying thrift slogans. One of these, headed "Thrift Education," read as follows: "At six per cent interest \$25 deposited monthly for the little daughter six years of age will bring the sum of \$4101 to the credit of the young lady of sweet 16, just the right time, when the college career begins."

The Los Angeles district, in cooperation with the banks of the city, has enrolled 75,000 students for savings, with a total deposit of \$500,000.

Mrs. Peter J. Kramer of Oakland, state chairman of publicity, gave a bright, informative report of the work done in her department and illustrated it by an animated display of the amount of newspaper publicity received in the various districts.

Other splendid reports were given by Mrs. William Eckhart of Los Angeles, state chairman of Americanization; Mrs. Henry Tardy of Oakland, founder's day; Mrs. R. L. Cardiff, finance; Mrs. C. E. Hutchinson, Glendale, home; Mrs. R. B. Forbes, acting for Mrs. Outcalt of San Diego, presented the report on scholarship; Mrs. W. J. Wilson of Newcastle, legislation; Mrs. C. C. Noble of Los Angeles, membership; Mrs. Kramer, for Mrs. J. C. Hayes of San Jose, printing; Mrs. H. C. Baker, presented the report on recreation from Miss Winifred Van Hagen of Sacramento; Mrs. Holmes of Stockton gave the report on kindergarten by Mrs. A. G. Sylvester of Santa Ana.

The convention passed a resolution adopting the Sierra Educational News as the official organ of the California Congress of Mothers and Parent-Teachers' Associations. The News

will carry a new special department featuring the work and progress of this great body of devoted mothers and teachers.

Among other important resolutions that were given earnest consideration and passed, were the following:

Recalling of Troops

WHEREAS: The President of the United States has recalled the American troops from their foreign posts, thus indicating his disapproval of conditions as they exist in Europe today and his unwillingness for American intervention—and

WHEREAS: We believe that many profited financially during the World War, and for this reason we are in many ways encouraging a recurrence of hostilities, regardless of the dreadful loss and suffering of parents and children whom we represent—and

WHEREAS: We believe it to be our privilege and duty, as representative American citizens to voice our approval of the action taken by our Chief Executive, President Harding, in the name of the parents of our country—

THEREFORE, BE IT RESOLVED, that the California Congress of Mothers and Parent-Teacher Associations, in convention assembled does uphold the action of President Harding and voice our protest against War and its attendant evils to the youth of our land.

Clean Newspapers

WHEREAS: Many newspapers of our land are spreading in glaring headlines, publicity on immoral conduct, ghastly murder stories which keep alive the war spirit in young and old, and incite the disregard of marital bonds, and—

WHEREAS: We believe this to be disastrous to the American home ideals and to the world peace for which we are praying and laboring—

THEREFORE, BE IT RESOLVED, by the California Congress of Mothers and Parent-Teacher Associations in state convention assembled—

That we declare ourselves as opposed to a continuation of such publicity in our newspapers here and elsewhere.

Narcotic Group

RESOLVED: That, in view of the great menace of the increasing use of narcotic drugs, the California Congress of Mothers and Parent-Teacher Associations' educational program will authentically present the facts relating to the use of cocaine, morphine, heroin

and other habit-forming drugs.

Trials

WHEREAS: We believe that trials of delinquents in the Juvenile Court held publicly, work an injustice to the defendants and give undue publicity to juvenile crime—

THEREFORE, BE IT RESOLVED, by the California Congress of Mothers and Parent-Teacher Associations, in convention assembled that we protest against open trials and ask that only those personally concerned be permitted to be present.

Mrs. Ewing, the retiring president, urged that child welfare be kept the central theme and work of the P. T. A. In her report Mrs. Ewing urged concentration on public school matters and deplored any attempt to engage in affairs apart from child welfare. "By putting child welfare first we have stamped ourselves upon the State Legislature as a welfare body," said Mrs. Ewing. "We have increased our membership to 81,000 members in the last three years. Let us continue to concentrate on the most valued of the state's products—our children."

The convention, after full discussion, voted that the P. T. A. become an incorporated body. A paid executive secretary has also been added to the officers of the corporation. In this connection it may be noted that the membership increased 23,000 last year and shows every sign of continued phenomenal growth. Two new departments have been added,—Better Films, and Exhibits and Posters.

Mrs. Charles F. Gray of Los Angeles, first vice-president, and a candidate for the office of chief executive voiced the growing disinclination of the Parent-Teacher workers to allow a group of leaders to indorse in the name of the whole great organization legislative matters as representing the sentiment of the mass of members and thus exerting political pressure. She also urged her associates to take a leaf from the book of the general federation of women's clubs.

"Let us, too, keep away from the dangerous shoals of politics. Politics is direct action, but it is dividing activity and organization. Permanence depends upon avoidance of mooted questions. We might well stress ourselves as a spiritual force, standing for ideals. The need of politics in clubs and non-political organizations is no longer felt since women now have direct means of carrying reforms into effect through the ballot and their own influence in political parties."

CALL TO HIGH SCHOOL TEACHERS

May 15, 1923.

**TO THE HIGH SCHOOL TEACHERS
OF CALIFORNIA:**

WE hope there is not a high school teacher in California who does not, by this time, realize that there has been a call to arms in defense of the challenge that has been made to high school education. This letter has three specific purposes:

1. To point out that such insidious attacks as have been made by the President of the Carnegie Foundation, and by the present reactionary forces in California and other states, have but one and the same purpose, namely, the curtailment of educational opportunity for boys and girls above the ages of twelve or fourteen, and the disruption of the institution now known as the American high school. The objectives back of these purposes in every case are also the same, and are to be found in the blind economic advantages of those whose interests are to be thus served. The attempt to break down child labor laws fits perfectly into this reactionary program.

The defense of the high school as an institution, and of the present day high school program, must be made by the professional workers largely responsible for the program. Any recognition that should be made ought to come from within and not from without the institution. It should proceed in an orderly way at the hands of those who know what they are doing. The information that will be available from the reports of the Committee of Fifteen will furnish invaluable data to this end.

2. To convey to you information concerning the scope of the work of the Committee of Fifteen, and to give you a statement of our financial condition.

3. To ask directly, earnestly, and finally for the support of every high school teacher in California, even though you plan to leave the ranks in the near future. We appeal to you as a professional worker and citizen to share equally with others in a fight in which all educational forces must make common cause.

The University of California is contributing about \$8,000 to the High School Teachers' Association as represented in the work of the Committee of Fifteen; the Association has invested less than half as much. From \$3,000 to \$5,000 will yet be needed to carry the work of the committee to successful conclusion. These additional funds must be secured from memberships in the association.

If you have not taken membership for 1923, will you not do so today? If your principal does not hand you a blank and collect the dollar, kindly make it a personal matter, and send your check or money order directly to Arthur H. Chamberlain, Treasurer, 933 Phelan Building, San Francisco.

We want you to realize that no member of the Committee of Fifteen or officer of the association receives any compensation or salary from the funds of the association. The chairman's salary is paid by the University of California.

The high school teachers of California will be under lasting obligations to the members of the Committee of Fifteen for the long hours of exacting study and labor devoted to their reports. A membership fee of \$1.00 toward the expense account is a small but important and appreciated recognition.

On account of the meeting of the N. E. A. in Oakland and San Francisco, there will be no meeting of the high school association in southern California this year. The annual meeting will be held at Berkeley, Thursday and Friday, July 5th and 6th. The afternoon of July 6th the meeting of the association will be in conjunction with the high school section of the N. E. A. Detailed program will later be furnished.

Very respectfully submitted,

HORACE M. REBOK,

President C. H. S. T. A., Santa Monica, Cal.

ARTHUR H. CHAMBERLAIN,

Secretary-Treasurer, 933 Phelan Bldg., San Francisco, California.

**A NATIONAL COMMITTEE ON PROBLEMS
OF READING INSTRUCTION**

SEVERAL months ago, Commissioner Tigert, at the suggestion of a group of prominent educators, appointed a committee of seven to canvass the field of reading instruction and to make definite recommendations concerning problems which confront teachers and supervisors. A preliminary meeting of the committee was held in Cleveland in February. At a subsequent meeting, seven topics were selected for study and investigation. Each member of the committee was asked to serve as chairman of a sub-committee and to be responsible for the preparation of a report concerning a particular problem. The list of topics and the chairmen of the sub-committees follow:

Types of Reading of Large Social Value:

Professor S. A. Leonard, University of

Wisconsin, Madison, Wisconsin.

Essential Features of a Modern Program of Instruction in Reading:

Dean W. S. Gray, School of Education, University of Chicago, Chicago, Illinois.

Special Types of Reading Activities in Constant Subjects:

Miss Estaline Wilson, Assistant Superintendent of Schools, Toledo, Ohio.

Appropriate Materials of Reading Instruction:

Professor Ernest Horn, University of Iowa, Iowa City, Iowa.

How to Develop Independence in the Recognition of Words:

Miss Frances Jenkins, University of Cincinnati, Ohio.

Individual Differences, Tests, and Remedial Treatment:

Miss Laura Zirbes, Lincoln School of Teachers' College, Columbia University, New York, New York.

How to Put Across a Progressive Program of Reading Instruction:

Mr. Frank W. Ballou, Superintendent of Schools, Washington, D. C.

The members of the committee are eager to secure recommendations from teachers, administrators, and investigators in the field of reading relating to any of the topics mentioned above. Suggestions may be forwarded to Dean W. S. Gray, School of Education, The University of Chicago, Chairman of the Committee on Reading, or to any of the chairmen of the sub-committee. The cooperation of everyone interested in reading instruction is earnestly solicited.

REGISTRATION AND PLACEMENT BUREAU BERKELEY SUMMER OFFICE

THE Berkeley summer office of the C. T. A. Registration and Placement Bureau anticipates an unusually heavy volume of business, owing to the large number of applications for teaching positions.

Teachers: This is Your Bureau!

Hundreds of competent teachers have been placed in positions they desired and for which they were qualified. Thousands of dollars have thus been saved to our members. The schools have materially benefited. You are urged to join your own Bureau; to tell us of competent teachers seeking positions; to notify us of vacancies; and to tell school officials who are in need of teachers about your own Bureau.

Employing Officers: This is Your Bureau!

Many Principals and Superintendents fill all their vacancies through the Registration and Placement Bureau of the C. T. A. As indicating the value in which this branch of your work is held by employing school officials, note

the following resolution which was unanimously passed at the last annual session of the City and County Superintendents of the state:

"That the valuable service being rendered the schools of the state by the Registration and Placement Bureau of the California Teachers' Association be recognized and commended to the school administrators of California in order that its usefulness may be extended."

All teachers and school officials are invited to call at the main offices in the Phelan Building, San Francisco, or to call at the Berkeley Office, Center and Oxford Streets, Eastman Building, Rooms 12 and 13. For the benefit of those in Southern California there is a branch of the Bureau at the Southern Section Headquarters, Loew's State Building, Los Angeles.

CITIZENSHIP LEWIS B. AVERY

Assistant Superintendent of Schools, Oakland

THE school is the highway to citizenship. All that makes for efficiency and character is included in preparation for citizenship. Such education all of our schools are endeavoring to give. No less a term than citizenship is used in connection with our Americanization work. We are teaching foreign speaking adults not English alone, but we are trying to aid them to become responsible and efficient.

Public schools are not supported for charitable reasons, as some would have us think, but rather for the protection and promotion of the best interests of the state and its citizens. The history of education shows its gradual transfer from private to public hands in all countries as civilization has progressed. The happiness and efficiency of the people and the prosperity of the state have suffered wherever public education has lagged. While education does not aim primarily at producing wealth, it nevertheless remains true that the production of wealth bears a direct ratio to education. Indicating this, note the comparison between the ranked lists of states as furnished by the Russell Sage Foundation with reference to educational standing and by the United States Bureau of Economies with reference to per capita earnings. Of the first sixteen in educational standing, eleven were in the first sixteen in per capita earnings. Of the lowest twelve in education, eleven were in the lowest twelve in per capita earnings.

Education Not For Selected Few

Education was for a long time given to a selected few. Today it is for all the children

of all the people, not as a right, perhaps, but because nothing less can assure the state's best interests as bound up in them.

Today a multitude of people speaking a foreign tongue, with no education in our own language and frequently little or no education in their own tongue, are among us. Unable to understand us, they naturally gather into groups composed of those who use a common language. As they are hand-workers they gather with other groups of non-English speaking people, and thus we have within our cities and our state large communities almost wholly foreign.

If uneducated citizens are a menace to the state, uneducated groups of foreign born and non-English-speaking residents are eminently more so. Every reason of state that would urge the public education of our own children, would apply with many times the force to the public education of this unassimilated group that otherwise are as tinder awaiting the torch in times of stress. No perfunctory teaching of the Constitution, no mere teaching of the English language, but only the whole-souled endeavor to acquaint them with our institutions and imbue them with noble ideals of citizenship will convert them from liabilities into assets for our cities and for our state. That sort of endeavor is now being made in our citizenship classes.

Influence of Trained Foreign Born Large

At present about a thousand foreign speaking people are enrolled in the afternoon and evening classes in the Oakland schools.

If the foreign born person comes to our evening schools three evenings a week for three years, we may be sure that he has learned much besides English. After three years he may be fairly well depended upon to be a law-abiding, loyal and intelligent citizen of his community. And think what that community is apt to be. He is apt to be surrounded by many who have not had his advantages in knowledge of our government, or of our traditions, and he is a leader among them. No ten of the boys who graduate from our ordinary twelve years of public school education could have the influence in this group that one such foreign leader may well possess. Yet the figures show that three years of such education for a foreign born citizen costs less than two hundred dollars, whereas twelve years for the regular public school education costs fourteen hundred dollars. Can the city afford not to give this education? Can we

afford to be without this means of placing the leaven of wise leadership in the midst of those groups where misunderstanding is most likely to prevail and discontent to rule?

Theodore Roosevelt gave the following warning which it would be well for citizens and states and the entire nation to heed: "We cannot afford to continue to use hundreds of thousands of immigrants merely as industrial assets, while they remain social outcasts and menaces."

THE ORGANIZED CLASS

CHARLES F. SEYMOUR

Head, Department Social Sciences
Long Beach High School

NOT fifty years ago, the writer was attending an assemblage of Long Beach citizens gathered together for the purpose of considering certain matters pertaining to civic betterment. A rather acrimonious debate had been waged for about an hour, when some one moved "the previous question."

This was the signal for a veritable storm of disapproval. What was this previous question upon which a vote was being demanded? Weren't they discussing beach acquisition; and why re-introduce another matter, which was not germane? The chairman, in desperation, called upon the parliamentarian for an explanation. The last named official arose and in simple, direct fashion, explained that the motion for the previous question was designed merely to terminate debate, was itself undebatable and required a two-thirds vote for its passage. It did no good. Debate it they would, and debate it they did. Somebody was trying to put something across. Anyway, what was this previous question?

Again the parliamentarian arose, producing this time a little brown copy of Robert's Rules. He read a few words from page 115. It was wasted fragrance. He might as well have chanted an Hebrew psalm, in the original. This was done three times, consuming some twenty minutes of valuable time; and, when the motion was finally brought to a vote, someone seated near the writer was heard, out of the depths of an hilarious convulsion, to utter these words: "They don't know what they've voted on!" It was true.

It is highly doubtful whether such a performance could occur among any group of high school students, freshmen not excepted, picked at random from the classes of the department. The reason is not far to seek. The organized

class has produced a definite result. To students who have participated daily in the activities of such a classroom group, parliamentary procedure has become an open book and its principles useful tools.

At the beginning of the present school year, the writer proceeded to organize several classes which he was teaching. Few of the students were known to him personally. In each class a temporary chairman was chosen, at random, from the membership, to start the ball rolling. In each case the office was filled with the polish and distinction, almost, of an experienced senator. Presupposing their background of training in one or two previous classes, this demonstration contained no element of surprise.

A majority, though not all, of the classes taught in the department of social sciences of this school, utilize some plan of organization. A few hold weekly meetings; in some, semi-weekly meetings are conducted; in a considerable number, the entire work of the classroom is carried on through parliamentary forms. Each such class is, within certain necessary limits, a self-governing body.

Much is to be gained from such a method. Any time lost through parliamentary formalities is more than repaid in student initiative. The getting of an education is found to be not the rote performance of some teacher's assignments merely, but the joyous participation in something which the student himself, under competent direction, had helped to plan.

CALIFORNIA HIGH SCHOOL PRINCIPALS' CONVENTION

THE annual conclave of California high school principals was held at Camp Curry, Yosemite Valley, May 14-18. A. C. Olney, State Commissioner of Secondary Schools, presided. Among the notable speakers on the general program were: Dr. John Adams, Professor of Education, University of London; Dr. Lorne W. Barclay, National Director of Education, Boy Scouts of America; Mr. Irving Mitchell, chairman of the Southern California Educational Association; Mrs. Grace C. Stanley, State Commissioner of Elementary Schools; Hon. Stanley B. Wilson, member State Board of Education; Mr. Roger S. Phelps, Corcoran; Mr. E. W. Barnhart, Chief, U. S. Commercial Education Service. Mr. J. B. Lillard, State Supervisor of Agricultural Instruction, gave some interesting stories of the early days in California.

Vigorous resolutions were carried with great

(Continued on page 361)

ANNUAL MEETING CALIFORNIA COUNCIL OF EDUCATION

THE annual meeting of the California Council of Education was held at Hotel Oakland, Oakland, California, April 14, 1923. The meeting was called to order at 10 a. m. by the President, Mark Keppel. Owing to the absence of Executive Secretary Arthur H. Chamberlain, the position was filled for the meeting by James A. Barr, Assistant Secretary. The roll call by Assistant Secretary Barr disclosed the presence of the following members:

Bay Section: Miss Ethelind Bonney, A. J. Cloud, Albert S. Colton, E. Morris Cox, C. J. DuFour, A. G. Elmore, E. G. Gridley, J. E. Hancock, W. T. Helms, Fred M. Hunter, Miss Gail Moody, Bruce Painter, George M. Thriot, Miss May C. Wade, H. B. Wilson.

Central Section: S. J. Brainard, Delbert Bruntton, L. E. Chenoweth, Wm. John Cooper, Miss M. L. Richmond, Robert J. Teall, Miss Winifred N. Wear.

Central Coast Section: Robert L. Bird, James G. Force, T. S. MacQuiddy.

Northern Section: S. M. Chaney, E. I. Cook, L. P. Farris, Mrs. Minnie R. O'Neil.

North Coast Section: Robert A. Bugbee.

Southern Section: C. E. Akers, George E. Bettinger, George C. Bush, A. R. Clifton, Walter B. Crane, J. A. Cranston, Percy R. Davis, Miss Sara L. Dole, William P. Dunlevy, Merton E. Hill, Miss Isabella Hilditch, F. E. Howard, Miss Ida C. Iverson, Miss Jeanette Jacobson, H. C. Johnson, Mrs. Eugenia West Jones, Mark Keppel, Ira C. Landis, Robert H. Lane (represented by F. X. Goulet), Miss Florence E. Martin, Willis T. Newton, A. S. Pope, H. M. Rebok, Mrs. Blanche Reynolds, Paul E. Stewart, W. L. Stephens, F. L. Thurston, A. F. Vandegrift, J. F. West, Guy V. Whaley, R. D. White, Miss Anna L. Williamson.

The minutes of the last meeting of the Council were approved as printed in the January 1923 issue of the Sierra Educational News, page 34.

President Keppel explained that Executive Secretary Arthur H. Chamberlain was unable to be present because of illness, and that his place would be filled by James A. Barr, Assistant Secretary.

President Keppel read a communication from Secretary Chamberlain in which Mr. Chamberlain reported the death of Dr. Richard G. Boone, Associate Editor of the Sierra Educational News. On motion of Mr. Cox, the Council stood in silence for a moment in memory of Dr. Boone and the Chair was authorized to appoint a Committee on Resolutions.

The report of the Auditor was read, and on motion approved.

President Keppel presented a summary of the Secretary's financial report for the year 1922. On motion the report was approved and ordered printed in the Sierra Educational News.

President Keppel verbally gave his annual report. He gave at length the details concerning the budget situation and the attitude of Governor Richardson. On motion of Mr. Chaney, it was recommended that the President's report be printed in the Sierra Educational News.

Mr. Wilson stated that it was a part of the plan of the President of the National Education Association to have as one of the speakers Will C. Wood, Superintendent of Public Instruction. Mr. Wilson expressed the hope that Superintendent Wood would in this speech give California's answer to the charge that schools are costing too much and that they are not producing satisfactory results.

Committee reports were called for and action taken thereon as follows:

1. Amendment No. 16—Mr. Colton, Chairman. No new report was submitted. The Committee was continued.
2. Financial Systems in Relation to Schools—Mr. Hunter, Chairman. No new report was submitted. Committee continued.
3. Improvement of Teachers in the Profession—Mr. Wilson, Chairman. A report with recommendations was submitted. On motion the report was adopted and the committee continued.

At this time President Keppel introduced Will C. Wood, Superintendent of Public Instruction, who addressed the Council of Education on plans and policies for California. He also explained the budget situation.

On motion the Council adjourned to meet at 2 p. m.

The Council reconvened at the appointed hour, and reports of committees were called for. The following committees made reports:

1. Junior Colleges—Mr. Hill, Chairman. No report was submitted and the committee was continued.
2. Local Teachers' Organizations—Mr. Landis, Chairman. No report was submitted. Committee continued.

At this time the Council decided to proceed with the selection of Directors, members of the Advisory Editorial Board, and delegates to the National Education Association. The suggestion came from the Southern delegation that the number of Directors for the Southern Section be increased from three to four. After discussion it was decided that the number of Directors for each Section for the coming year should be made the same as for the past year, as otherwise some Section might be left without a Director.

In accordance with established custom, the representatives of the various sections met in conference and recommended back to the Council their choice for members of the Board of Directors. These recommendations were as follows, and, after ratification by the Council, the members were duly elected:

Bay Section: A. J. Cloud, San Francisco; E. Morris Cox, Oakland.

Central Section: William John Cooper, Fresno.

Central Coast Section: Miss Cecil M. Davis, Santa Cruz.

Northern Section: L. P. Farris, Marysville.

North Coast Section: George C. Jensen, Eureka.

Southern Section: Mark Keppel, Mrs. Eugenia West Jones, Los Angeles; W. L. Stephens, Long Beach.

The following were named from the various

Sections as members of the Advisory Editorial Board:

Bay Section: W. T. Helms, Richmond.

Central Section: Miss M. L. Richmond, Hanford.

Central Coast Section: A. H. Mabley, San Luis Obispo.

Northern Section: E. I. Cook, Sacramento.

North Coast Section: Miss Edith McGeorge, Eureka.

Southern Section: F. L. Thurston, Los Angeles.

As delegates to the N. E. A. the following were named to represent the California Teachers' Association:

Bay Section: A. S. Colton, Bruce Painter, Miss May C. Wade, H. B. Wilson; Miss Ethelind Bonney and A. J. Cloud, Alternates.

Central Section: Delbert Brunton and Miss Winifred N. Wear; L. E. Chenoweth and Robert J. Teall, Alternates.

Central Coast Section: T. S. MacQuiddy, with R. L. Bird as Alternate.

Northern Section: L. P. Farris and James Ferguson; E. I. Cook, Alternate.

North Coast Section: Roy Good and H. B. Stewart; Percy F. Woodlock, Alternate.

Southern Section: A. R. Clifton, W. B. Crane, J. A. Cranston, Percy R. Davis, M. E. Hill, F. L. Thurston, Miss Eugenia Welker, R. D. White, Miss Anna L. Williamson; Ira C. Landis, Alternate.

On motion of Mr. Cox, seconded by Mr. Cloud, it was expressed as the desire of the Council that Mr. Keppel be re-elected President of the Board of Directors for the coming year. The motion was carried unanimously by a standing vote.

On motion, the President of the Council was authorized in consultation with the President of each Section, to fill any emergency vacancies that might arise for delegates to the N. E. A.

At this time reports of committees were again called as follows:

1. Moral and Religious Education—Mr. Johnson, Chairman. The report was discussed at length. The report as amended and adopted is printed in the May issue of the Sierra Educational News.
2. Measuring Abilities and Capacities of Teachers—Mr. West, Chairman. No report was submitted and the committee was continued.
3. Professional Code of Ethics for Teachers—Miss Wade, Chairman. A report was submitted. On motion it was adopted and the committee continued.
4. Training of Teachers—Mr. Cloud, Chairman. A report was submitted and adopted, and committee discharged.
5. Registration of Minors—Mr. Cox, Chairman. A report was submitted and adopted, and committee discharged.
6. Rural School Supervision—Mrs. Stanley, Chairman. Owing to Mrs. Stanley's unavoidable absence, the report was passed and committee continued.
7. Sabbatical Year—Mr. Newton, Chairman.

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FROM THE FIELD



[In this column there will appear from month to month, as may seem called for, brief notes or queries from teachers—concise, helpful personal expressions of valuation and judgment, upon local or state educational affairs of general interest.]

A Startling Fact in Education

IT was Thomas A. Edison who recently called attention to a fact of startling significance in our present system of education (a fact previously noted by many others in a puzzled way)—that somewhere between the ages of twelve and fourteen the mentality of the student in our schools is benumbed, or rather atrophied, to a certain extent. This is an amazing fact if it be a fact. Who is there that is in a position to know, who even doubts its truth? The writer, from an experience of over fifty-five years in school and class room as student and teacher, can attest its truth.

More definitely stated in terms of oral English, this atrophy results from failure in the use of analysis, failure in the use of motion-alization when imperatively needed, failure in motivation, failure in the use of the elements of entertainment or interestingness when needed, in short, failure of spontaneity, naturalness, initiative, originality, nerve, energy and self-confidence.

This brief statement of the facts demands certainly a readjustment of our methods of teaching oral English in particular. Our present inquiry is directed to the finding of a remedy for the unsatisfactory results. The remedy involves a fact, a principle and a method. The immediate pressing need of a remedy having been established, we will give in number three of this series an account of a simple natural successful method of teaching oral English, which will be also a cure for the aforesaid atrophy of faculty in so far as oral English is concerned.

E. E. GRINNELL, Oakland.

Does It Pay?

DOES Education pay? What a question!

Does it pay to prepare the ground before sowing the seed?

Does it pay to polish the precious stone before putting it on the market?

Does it pay to plane and sandpaper the board before putting it into the piece of furniture?

Does it pay to sharpen the tools before working with them?

Does it pay to know things rather than live in ignorance?

Does it pay to have a mind rather than be a mere animal, and be directed by those who have minds?

Does it pay to think, and if so, to think with a trained mind rather than with an untrained one?

Does it pay to be a leader rather than a follower?

Does it pay to make the most of the faculties God has endowed one with, or to let them lie dormant?

Does it pay to be one of the capable of the human race or to be one of the inferior?

Does it pay to prepare one's self to do large things or to remain satisfied to do small things, and let others take the advanced positions?

Does it pay to take advantage of opportunity and make the most possible of one's self?

Does it pay to get an education? Only the lazy and the ignorant answer, "No."

Pay? Surely it pays—many fold. There can be no better investment nor one anywhere near as good.

Let no youth be deceived. Ask those who are educated. Ask the wise of any generation. Be sensible. Get the education while you have the chance. Prepare to live a happy and a prosperous life.

WARD H. NYE,

Superintendent of Schools, Billings, Mont.

States Advance in Safeguarding Health of Working Children

TWENTY-TWO states now require the physical examination of every child applying for an employment certificate, according to the newly revised edition of a bulletin on "Physical Standards for Working Children," issued by the U. S. Department of Labor through the Children's Bureau. The bulletin contains the recommendations of a committee of physicians who were appointed by the Bureau to prepare a standard form for use in examination of children seeking to enter employment.

Since the publication of the first edition of the bulletin, two years ago, a considerable number of changes have been made in the various state laws with reference to such examinations, and the summary of legal provisions which it contains has now been brought up-to-date. One state, Virginia, is said to have advanced in this respect to a stage beyond that of the other states, in that it now requires the examination of every working child at regular intervals during the years when he is especially susceptible to the strains of industry. It should thus be possible to determine whether the work at which he is engaged is injuring his health or interfering with his normal development. In certain other states a child must be re-examined when he goes from one employer to another, but since he may remain with his first employer until he passes the certificate age, the bulletin points out that this is not so adequate a provision as the new Virginia law.

In addition to the twenty-two states requiring a physical examination for every child before an employment certificate is first granted, eight others and the District of Columbia allow the certificate-issuing officer to require an examination when he is in doubt as to the child's physical fitness.—U. S. Children's Bureau.



EDUCATIONAL LITERATURE



The Labor and Cost of the Teaching of English in Colleges and Secondary Schools; with especial reference to English composition—compiled by Edwin M. Hopkins. Sixteenth edition revised and extended, published by the National Council of Teachers of English. 1923. Pamphlet, paper cover. 37 pages. 10 cents.

This bulletin is a product of the survey begun by a Committee of the Modern Language Association of America and continued under the joint authority of the National Council of Teachers of English, the National Education Association, and the U. S. Bureau of Education. Mr. Hopkins gives a general account of the survey, from December 1909 down to the present time. From the general conclusions which occupy 2½ pages, the following quotations are significant and interesting:

"While in the last thirty years the teaching of English and particularly that of English composition has made three notable advances in opposition to tradition, it has not yet been wholly freed from the power of that ancient enemy. It is now recognized that the mother tongue must be taught, that it must have all the time that can be allotted to it without positive injustice to other subjects, and it is beginning to be understood that it must be taught by teachers of special quality and training.

"That state survey, various other incidental studies, and the general testimony of teachers of English have confirmed the central thesis of this report—that the required duty of an English composition instructor should be defined in terms of pupils instead of number of recitation periods; and the number of instructors and necessary costs determined accordingly. But English teachers cannot put this into operation; that must be done by administrative action. Then, if a willing administrator is found, his acts are restricted by his budget; and budgets are ultimately controlled by the public. Very clearly, if this thesis is ever to be of service, administrators and the public must first be convinced that it is correct, and that arithmetic rather than precedent is the guide to be trusted in making a budget for the teaching of English expression.

"While the answer to that question cannot be anticipated with certainty, the universal public interest shown in the movement for better English, and the general and active cooperation of everybody with that movement, afford reason to hope that the reply may go a step beyond better English and favor the best English, which besides practical and commercial values fully equal to those of science and quite as likely to pay satisfactory cash dividends on the investment, has social and spiritual values worth tenfold as much. If the public now pays large and growing sums for bad English and

then complains of the badness of that English rather than of its cost, it is at least possible that the same public may eventually, however remote the day, be willing to make the necessary and reasonable addition to its present ineffective outlay for the teaching of English expression, if thereby it may ensure the desired return. The recipe for best English contains at least two principal ingredients—a capable teacher and a pupil assignment within his capacity. Neither can be left out; but it is a simple matter to add the one that is missing, and so to give the capable teacher a chance to teach."

Practical Course in Touch Typewriting, Including Practical Technique and Scientific Evidence.—By Samuel Chester Parker, San Francisco. Ginn & Company. Pages, 585.

This valuable and stimulating textbook is the outcome of the author's eighteen years' experience in conducting courses dealing with methods of teaching in elementary schools. It contains many examples of methods and devices actually used in progressive elementary schools for training pupils in various types of learning, such as handwriting, spelling, reading, arithmetic, expression, enjoyment, etc. These examples of teaching are frequently so refined in technique as to interest and aid very experienced teachers; yet they are described in language simple enough for the inexperienced normal-school or college student to comprehend and appreciate.

It joins in a wholesome and substantial manner, practical technique and scientific evidence, which is the only safe combination for organizing and propagating valid improved methods of teaching. Part One treats of the four elementary skills, Part Two, of four thoughtful processes and Part Three, of recreation and moral behavior. As instances of particularly noteworthy and significant chapters may be cited chapter fourteen, "Forming habits of harmless enjoyment" and chapter fifteen, "Civic-moral Ideals and Efficiency." The book is well-written and thoroughly helpful.

High School Commercial Education—By R. G. Walters, Isaac Pitman and Sons. Pages, 261.

This book has been written primarily for the commercial teacher and the school executive. Class-room methods and problems of administration are given a position of chief consequence in the volume. The author, who has had wide experience as a commercial teacher, as well as a salesman and office manager, has presented in this volume a body of material which should be of great value in judging standards of accomplishment in the field of business education. The volume covers such ground as the following: Preparing the courses of study; the course outlined; technical commercial subjects; related

academic subjects; text books; equipment; tests and examinations; the commercial department and the business community; state and national supervision. In the appendixes, typical courses of study and a well-organized bibliography are furnished.

This text will be found helpful to those who are engaged in establishing new commercial departments or in re-organizing old ones, or who are endeavoring to familiarize themselves with the complicated problems of commercial education in the high school.

A. J. C.

Books for Home Reading. For High School and Junior High School. Graded and Classified. Prepared for the National Council of Teachers of English by its Committee on Home Reading. Herbert Bates, Chairman. Pamphlet 64 pages. Published by National Council of Teachers of English. 1923. 15 cents.

This is a well-organized and indexed book list classified by fiction, prose, poems, essays, interesting non-fiction, travel and adventure, etc. In the helpful introductory note to students, occurs the following:

"The wise student will not limit himself to books of one kind. Life has many sides and many interests and one needs to learn about them all. You can do that by selecting broadly and wisely from the varied list we have set before you. This may seem to disagree with the fact that we have given many books by one writer. The point is that you would not read these all at once and only these. It may, however, be possible to read these in other years or as additional reading in leisure moments. Do not think of reading as a school duty. It can become one of life's greatest pleasures. It is one of the finest habits you can form. And do not forget, in using this list, that our object in making it is to help you find books you will like to read."

This is an excellent working list for high and junior high schools.

Lief and Thorkel: Two Norse Boys of Long Ago. By Genevra Snedden. Pages, 214.

The Sulu Archipelago and Its People. By Sixta Y. Orosa. Pages, 134.

Here issued by the World Book Company are two little books of very unlike subject-matter, yet both concerned with American history—the one of events a thousand years ago; the other, of the present century. Both deal with little known people; the one is scarcely more legendary than the other. The indigenous names of both are strange. Yet the Sulu is our contemporary, our countryman; he trades with the Islands, the Orient and the States. The beginning of Sulu history is almost contemporaneous with the civilization of the "Two Norse Boys." Both stories picture the beginnings of a people's culture. In both, Americans are interested. Both are records of the training and skills of primitive peoples, but the training and skills and human culture through which every society must go which rises above the primitive. Both were a sea-going race and learned and practised the incident arts. Both were war-like

and courageous. The industries of the Norsemen,—smithing, the harvesting of the grain, the herding of stock, fishing and trading, weaving; are matched by the pearl-fishing, elephant herding, early piracy and enslavement of captives, the manufacture of weapons, the fishing and trading, agriculture, weaving, pattern-making, etc., of the Sulus. Both stories are spectacular in their revelations. In the reproduction of Norse customs, their simple occupations, their sports, their feasts and sacrifices, their law-making, Lief's voyage to Greenland, and finally his voyage to America, Miss Snedden makes a picturesque people of a picturesque environment live again in a very real way that must appeal to American boys and girls. And Dr. Croso's illuminating sketch of the rise and culturing of the once-feared Sulu pirate warriors is no less fascinating as a story than it is true to fact as history.

Such stories are, for youth, history in the best meaning of the term, yielding an insight into life—its interests and motives, and their manifestation in unlike surroundings, that is the raw material of which all history is made.

Tobacco and Mental Efficiency—By M. V. O'Shea. Macmillan Company, 1923. Pages, 258. Illustrated. \$2.50.

In the United States the manufacture of cigarettes jumped from 3½ billions in 1905 to 46 billions in 1918 and is still climbing incredibly. Our annual bill for tobacco is over \$1,600,000, not counting such as matches, pipes, etc., and the great fire loss, of which smoking is now recognized to be the leading cause.

The committee to study the tobacco problem was organized in 1918. Professor O'Shea's book is the first one to be issued in the name of the committee. The data is presented in three categories,—part 1, data derived from observation, introspection, and biography; part 2, data derived from school and college records; part 3, data derived from the psychological laboratory.

"All the evidence indicates that tobacco exerts a retarding and disturbing influence upon the intellectual processes of high school pupils." (p. 233).

"The consensus of opinion, though, in all the groups is very strongly against the use of tobacco in any form by young persons." (p. 234).

The work is thoroughly sane, scientific, and free from propaganda; it should have a prominent place in every high school and junior high school library.

New Essentials of Biology—Presented in problems by George William Hunter, 453 pages. Illustrated. American Book Company, 1923.

High school and junior high school curricula that are rich in science subjects and whose science courses are thorough with students, are to be envied and emulated. Solid grounding in science is an essential in this modern age, not only for the sane balance of the individual, but for the preservation of democracy itself.

Strong, attractive, workable, human text books on biology, such as this new edition of Hunter's able book, are worthy of sincere commendation. The innumerable teachers and

students who are familiar with the old "Essentials" will be much pleased with the new work, which stresses the problem approach. The following excerpts from the preface are noteworthy:

"The sufficient reason for the placing of a course in biology in the first year of the secondary course lies in the fact that at this time the child is receptive to the message of applied biology. . . . Teachers often spend too much time in teaching unessentials taken from an immense field, and do not spend enough time in emphasizing from constantly varied points of attack the fundamental truths on which the science of biology is built. . . .

The plan of the book includes the solving of a number of problems in biology, each of which is more or less determined by the one immediately preceding it. So far as possible, the problems have a human interest."

The text, illustrations and general treatment are uniformly excellent. Special mention, however, might be made of such sections as chap. 23, "Man, A Mammal," chap. 24, "Foods and Dietaries," and chap. 30, "Health and Disease."

Each chapter concludes with the problem questions, and references. The illustrations are clear, pertinent and useful. The book has a sturdy binding.

Graded List of Stories to Tell and Read Aloud—

Compiled by Harriot E. Haffler and Carrie E. Scott. American Library Association, 4th ed. rev. and enlarged, 39 pp., paper covers, 1923. 35 cents (ten or more, 20 cents.)

Concise, accurate, and of genuine help to all who read or tell stories to children. It can be used as a finding list, an aid to the story-teller, a purchase list for limited grade collections and a help to parents who want advice on children's reading. Elementary school libraries will find this convenient pamphlet to be one of their most valuable tools. Eight pages are devoted to some excellent story-hour cycles.

Sentence and Theme Revised—By C. H. Ward. Scott, Foresman & Company.

Through the revision process this book comes simplified, vivified, and improved. The old edition was a pioneer in implanting a feeling for the Sentence, and in tossing to the four winds every vestige of grammar and composition that did not function in the life of the Ninth Grader. Ward made grammar facts, punctuation, and spelling react on each other so graphically that in the end the summum bonum of Ninth Grade desirability was reached—the pupil definitely knew when one sentence ended and another began. It seemed magic at first, but it worked. Evidently the author must have felt that the time had arrived when he should excel himself, for he says: "During six years I have studied the criticisms of many kinds of teachers. From the mass of opinion and from my own observation I have learned how to devise some changes which will adapt the book better to the many requirements that are made of it."

The new form of the book is not fundamen-

tally different from the old one. Every lesson of the first edition is here and is substantially what it used to be, yet in details there are many alterations. The most essential lessons are grouped into four "Parts." Each Part has a unity of its own as shown by the titles; each one phase of oral and written composition represents one stage in sentence mastery and one phase of oral and written composition. Certain lessons are labeled "a" or "b" indicating that they are of less importance and may be omitted in a class that needs only the rudiments. In Part Five those matters of grammar which some teachers think essential, and which others regard as unnecessary, are available. The simple and concrete explanations of the elementary principles of oral and written composition have been inserted, and more complete directions have been given for developing the compositions. Optional exercises in common idioms, added theme topics, sentence-error drills, and extended practice work with letters are some of the new topics. Danger signals to teachers are helpful. In a word the new Ward seems to be sentence mastery down to date. The new slogan is, "Seek ye first the rudiments, and all the rest shall be added unto you."

A. J. C.

Practical Course in Touch Typewriting. By

Charles E. Smith. 16th edition, revised and enlarged. Isaac Pitman & Sons, New York City. Pages, 105. Price, \$1.50.

This is an exceptionally wellbound book of quarto size, with excellent typography and illustrations. The keyboard charts are printed in the book along with the text matter and are in five colors, the color assigned to each group of keys struck by any individual finger, thus assisting the student when he is learning the keyboard. Photographs of famous typists are used to illustrate the correct position at the machine. The course includes many excellent typewriting models of business letters, manuscripts, envelopes, documents, telegrams, billing and tabulating, endorsements, callitypy and legal papers. The author has also written a "Cumulative Speller."

Everyday Manners—By Lucy W. Wilson, South Philadelphia High School for Girls. The Macmillan Company. Pages, 115.

Books and manuals on conduct are not wanting; but, too often, they are pedantic or merely conventional. Their directions touch the common daily life little or not at all. Almost their only appeal is to the understanding, rarely to the conscience. A desideratum is some of code of rules that can be accepted and acted upon by the young in their daily intercourse. Such a program has been found in the little book here noted. The plan and the collection of material grew out of a Parent-Teacher incident. The Freshmen class was to be hostess to their parents. They were eager to know how they should behave on the occasion. Committees were active, the girls were enthusiastic and the compilation of a manual was begun and, after much discussion and revision, finished as noted above. It is a striking illustration of successful cooperative effort.

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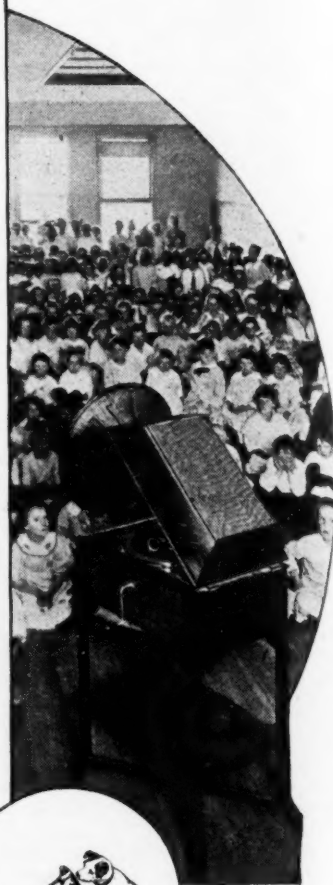
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NOTES AND COMMENT

Are Public Schools fulfilling their Mission?
To this Will C. Wood, State Superintendent of California in a recent issue of the American Educational Digest, replies:

"No human institution is perfect. The schools, being human institutions, are therefore not perfect. We must not consider an institution as failing in the fulfillment of its proper function merely because it does not measure up to the ideal. I believe that of all the institutions of modern government the public school is coming more nearly than any other to fulfill its proper function, namely, the preparation of young people to live normal, wholesome lives in a modern democracy, rendering to their fellow men a reasonable service and demanding from their fellow men no more than a just reward for their efforts. The public schools fall short in the following respects:

1. In our efforts at reorganization we have introduced a great variety of new subjects, thus scattering the energies and interest of our boys and girls. I believe we should have fewer subjects with more live content. The so-called new subjects should be correlated with the old subjects. The new wine should be put in the old bottles. In spite of scriptural experience, I am sure this can be done without danger. This will leave more time for the fundamentals.

2. Physical education should be recognized as fundamental and given a proper place in the program of studies.

3. Genuine moral training must be emphasized in our schools; some way must be found for developing more fully the moral and religious aspects of life. The public schools cannot teach sectarian religion, but somewhere in the scheme of things some agency must offer genuine religious training to boys and girls."

Mark Keppel, president of the California Council of Education says:

"The public school of today is fulfilling its proper function with a larger degree of success than is any other department of the public service. It is doing this because the best people in the world are in charge of the public schools; that is to say, because ninety per cent of those who are engaged in teaching in the public schools are women.

Your second question is a big one. The public schools are not doing as much as they ought to do for the following reasons:

1. Public education is too lightly esteemed by the public.

2. The public does not realize that the greatest slavery in human life is the slavery of ignorance.

3. The public schools are forced to operate upon a starvation basis—not being treated as well as tea, coffee, or chewing gum, or tobacco, or the movies, to say nothing of automobiles."

During the National Education Association Convention, two sessions will be held by the National Council for the Social Studies, the officers of which are William H. Hathaway, Riverside High School, Milwaukee, President, and Edgar Dawson, Hunter College, New York.

The program will be given July 2 and 3 and will deal with the Reorganization Movement in Social Studies and specific problems related to it. Among the speakers expected are: Professor J. M. Gambrill, of Teachers' College, Columbia University; Dr. J. Lynn Barnard, Director of Social Studies in Pennsylvania; Superintendent Will C. Wood, of California; Dr. Harold O. Rugg, of Lincoln School, New York; Superintendent H. B. Wilson, of Berkeley, California; Professor Carlton Hayes, Professor of History, Columbia University; Mr. L. L. Beeman, Head of Social Studies Department, Santa Ana, California, and Professor James Hsieh, Columbia University.

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TEACHER TRAINING AND THE INTERNATIONAL MIND

(Continued from page 320)

tion in the schools of Scotland; the other in the schools of England. At the time, one of these countries was distinctly unfriendly to France while the other was favorable. The facts taught in the respective schools were not very different, but out of the schools of one there came a young man who all his life has had to combat a bias against France; while the attitude of the other brother was friendly from the first. That is to say, while the factual content of education in the two instances was essentially the same, the "color of education" was profoundly different. The subject matter of study deals with the intellectual processes mainly, while the "color of education" is an emotional matter. As behavior is determined, for the most part, by sentiment and prejudice, rather than by reason, it is easy to perceive that the "color of education" means vastly more in influencing the relationship of peoples than does the factual content of school courses, and yet in our schools the "color of education" in respect to other nations is given little or no attention, largely because the school, in consideration of the proper scope of its activities has not yet evolved beyond the theory of nationalism.

If the nations of the world are to live together in an atmosphere of mutual respect and consideration, it will be because in each there develops a group of citizens, powerful enough in influence to direct the policies of state, who rise above all selfish considerations and view the problems affecting relations in the light of the universal good. This means, first of all, that the people must know the truth about one another. It means that they must know the conditions under which each has developed in order that one another's needs, aspirations and character may be understood and accurately evaluated. It means maintaining an intimate acquaintanceship with the currents of significant social movements in each country.

In the step which Dr. Burk proposes to take in reorganizing the courses in history offered by his institution he has undertaken to prepare his student-teachers to become ambassadors of friendship. If every teacher-training institution in the land were to take hold of this task in the same vigorous and intelligent way, the terrific strains and stresses which the nations of the world must undergo in shaking down into peaceful adjustment will be borne without a break.

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"The Menace of Morphine, Heroin and Cocaine" is the title of an extremely interesting and timely pamphlet by Montaville Flowers and H. R. Bonner. It is published by the International Narcotic Education Association of Pasadena, California; single copies 25 cents. It comprises 47 pages. The bulletin is based upon an extensive survey of texts including some 100 physiologies used in the public schools, also the texts of leading medical colleges; and is supported by personal investigations. It gives the essentials of what every man, woman, and child in the country ought to know; it was prepared for use in schools and clubs as a comprehensive syllabus for educational work. This bulletin can be heartily recommended to teachers and school boards and should be made available in every school library. The Narcotic Education Association is engaged in a great and timely work; it has no commercial interests and avoids political alliances and methods. Its object is to educate the human race in the truth about habit-forming drugs. The bulletin includes excellent and concise material under such heads as the following: Addiction among school children; action of cocaine on normal people; how addicts are made; the cost of "dope"; "dope" and crime; the unsolved problem. Of special interest to teachers is the section, relating to school children, from which the following excerpts are taken: "This so-called 'dope' evil is spreading so rapidly even among our children, that high school students and even pupils in the elementary grades are falling prey to it through the agency of illicit 'dope' peddlers.

"The range of ages of addicts are reported as 12 to 75 years. . . . Most of the heroin addicts are comparatively young, a portion of them being boys and girls under the age of 20 years. This is also true of cocaine addicts. "Nearly all American children go through our schools without obtaining adequate information about these habit forming narcotics and their effects on the human system.

The Teachers Casualty Underwriters, in a recent issue of their organ, "The Trail," report that influenza epidemics, in one form or other, have cost them about \$70,000. "But for these epidemics (and this year the claims have been quite as numerous as at any other time), the T. C. U. would have been able to grant additional benefits to its policy-holders. We have faith to believe that these epidemics will pass, just as other epidemics have passed. Our Medical Director says that the epidemics are reduced in their force by the fact that people build up a resistance to them and throw off germs which otherwise will cause disability."

The American Educational Press Association has the following officers and committees for the year 1923-24. President, Arthur H. Chamberlain; Secretary, George L. Towne, Lincoln; Treasurer, M. P. Helm, Indianapolis; Executive Committee: A. H. Chamberlain, George L. Towne, M. P. Helm, Charles F. Pye. Committee on Standardization: Joy Elmer Morgan, A. H. Chamberlain, E. M. Carter, Frank A. Weld.

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The building has been rechristened as "The Wentworth-Smith Building," bearing the names of two of the company's best known textbook authors—George Wentworth and David Eugene Smith. The first offices to be occupied in the new building were those taken by the Spencer Lens Co. Here C. C. O'Loughlin, the Western Representative of the Company, has a splendid display of microscopes, microtomes, delinea-scopes and other scientific optical apparatus.

The building will also be San Francisco headquarters for F. W. Wentworth & Company, the American Crayon Company and the Burroughs Adding Machine Company. The F. W. Wentworth Company, distributors for the Library Bureau, will occupy the first two floors and basement of the building. A notable feature of the company's new show rooms will be the display of school and school library furniture. Many new styles of pupils' desks, chairs, and teachers' desks, as well as blackboards, folding chairs, auditorium, opera and tablet arm chairs will be shown. The school library, which has become a very important unit in every high school, will be emphasized by the showing of a complete model library, including shelving, charging desks, tables, chairs, catalog cases, periodical rack, etc.

Ginn & Company will have offices, depository and storerooms on the fourth and fifth floors of the building. The elevator lands the visitor at the entrance to the reception room. On one side of the reception room is the library, reached through artistic arched entrances. Here will be found reading tables, easy chairs and all conveniences for examining books, taking notes, etc. Immediately adjacent to the reception room and library, are the offices occupied by S. C. Smith, Pacific Coast Manager for the Company, and his corps of assistants. In comfort, convenience and artistic appointment, the new headquarters of Ginn & Company are equal to the best anywhere.

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As indicating a true spirit of cooperation, the Lassen County Teachers' Association has sent to the Executive Secretary of the C. T. A. a check for \$60. In transmitting this check, the Secretary of the Association, Julia A. Norwood, who is Superintendent of Lassen County, writes: "The Lassen County Teachers' Association are enclosing to you a check for \$60, to be applied toward expenses in the legislative work. We deplore the unwarranted attack upon our State Superintendent and his associates in school work."

With such cooperation and such understanding of the need for continued forward movement in education, there can be little doubt as to the final outcome. The reactionary tendency in this and many states may call for a temporary setback, but there can be no question as to the future of our schools.

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TRAVEL AND CONVENTION NOTES FOR DELEGATES

"WHAT are the rates to Oakland and San Francisco?" "How may I secure hotel reservations?" "How may we combine our usual summer vacation with attendance at the N. E. A. Convention?" "Where can we go after Convention Week and what will it cost?" "Can I afford the trip?" are among the questions now being considered by thousands of teachers and their friends throughout the United States. It is hoped that the brief suggestions given below may be helpful to those planning to attend the World Conference on Education and the N. E. A. Convention scheduled to meet in Oakland and San Francisco from June 28th to July 6th next.

A Vacation Convention

"A VACATION Convention in California's Wonderland! This is the slogan that the host cities are broadcasting to teachers everywhere. Many members of the teaching profession have longed for an opportunity to visit California and other parts of the Pacific Coast. With the low rail and steamer rates that will prevail, the number of scenic attractions that can be visited enroute, and the value to be obtained not only from the National Convention but the World Conference, we believe that this is indeed an offer that seldom comes. In making your reservations allow ample time for seeing California. The entire state is bidding for the favor of being your host. Within a few hours of both Oakland and San Francisco are some of the West's greatest scenic attractions, such as the Yosemite, Tahoe, the Big Trees, and numerous other points of interest." —Fred M. Hunter.

Hotel Reservations

ALL inquiries relating to local arrangements, including hotel reservations, should be addressed to Executive Secretary O. E. Lucas, Chamber of Commerce, Oakland, California. Teachers attending the meeting will have the advantage of special tourist railroad rates which will cover not only the period of Conference and Convention, but sufficient time before and after the meeting to provide for vacation trips with generous stop-over privileges and for going over one route and returning by another. These rates will not be the same in all parts of the country, but in each case they will be lower than the rate and one half, which is usually available. Every one is urged to make Pullman reservations as far in advance as possible.

Hospitality Plans

OAKLAND and San Francisco, the host cities to the N. E. A. and World Conference on Education are determined that the reputation of California for true western hospitality shall be an established fact in the minds of the thousands of educators to be entertained. All visitors are to be met at depots. Those known to be coming by steamer will be met at the piers. Hundreds of school children have been organized to supply cut flowers for the rooms

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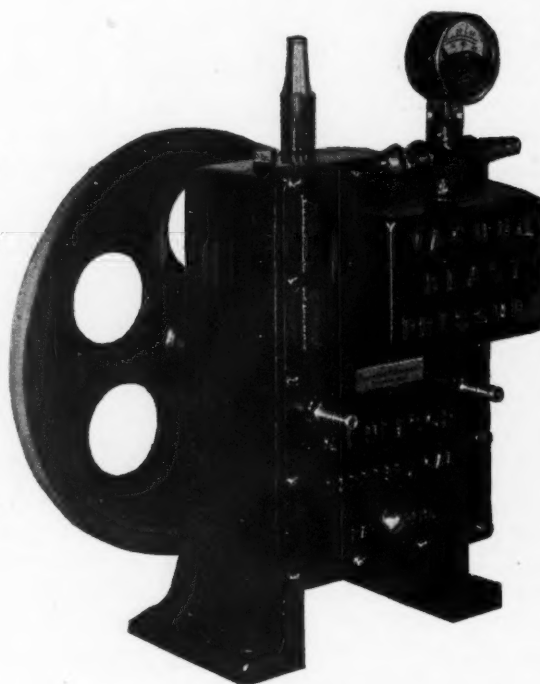
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of visitors. The parks of both cities are to be specially planted with flowers that will be at the height of their glory during the time of the convention sessions—as a symbol of welcome and hospitality. A comprehensive system of information is to be established in the two cities. To this end several hundred teachers have been specially trained in a school organized for this purpose to answer the questions that visitors are expected to ask.

Pageant of the Nations

ONE of the features of the World Conference on Education will be a Pageant of the Nations to be held in San Francisco on July Fourth. It is planned to make this an integral part of the civic celebration of the Fourth and arrangements to this end have been completed with the municipal authorities. The pageant will be held in the exposition auditorium and will tell in allegory and tableaux the aspirations for world peace on the part of the various nations represented in the world conference. The pageant is under the direction of Miss Margaret Krsak and many of the costumes are to be imported from the countries represented in the spectacle.

Sight-seeing in Oakland

THE Oakland entertainment committee is preparing to make sure that all visitors to the N. E. A. and World Conference on Education see the points of interest on the east side of the bay. These plans include trips around the shores of beautiful Lake Merritt, the Foothill Boulevard, the campus of Mills College, the University of California, and numerous other points. All Oakland is being joined in the hospitality that is to be extended the visitors. Special trips are to be made to various institutions for those interested in institutional work. The site-seeing trips will also include visits to some of the latest developments in school architecture as adopted by Oakland.

Points of Interest in San Francisco

THE San Francisco section of the hospitality committee will be prepared to direct and personally conduct parties of visitors to the many points of interest in the city by the Golden Gate. These trips will include visits to Golden Gate Park, which for the beauty of its landscaping and the profusion of its flowers, is said to be second to none in the world. This will include stops at the Memorial Museum, the Academy of Science, the Japanese tea garden, and the horticultural building. Motor trips have also been arranged to the Fine Arts Palace, the beach esplanade, the scenic trip around Land's End, to the summit of Twin Peaks and to Lincoln Park where the Lincoln Highway ends in view of the Golden Gate. Those interested in art will be escorted to the Palace of Fine Arts, the only remaining building of the Panama-Pacific International Exposition. Others interested in institutional work will be guided to the various buildings of this type in San Francisco. There will also be trips down the peninsula including visits to the Stanford campus.

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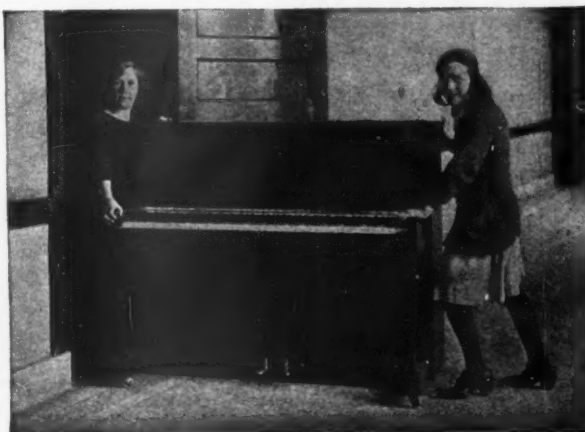
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An Outing

AFTER Convention Week and a study of Oakland and San Francisco, there are dozens of coast and mountain resorts throughout the Pacific Coast that can be visited with pleasure and profit. Among the typical regions that will be of especial interest are points in the Great Central Valley, the resorts among the redwoods (both north and south of San Francisco), the various groves of Big Trees, the resorts near Mount Shasta, Lake Tahoe, Yosemite National Park, the Kings and Kern River Canyons, the many coast resorts all the way from Alaska to San Diego, Los Angeles and near-by resorts and the Great Northwest. An idea of the cost of staying a week in each of these typical areas will be given.

The Great Central Valley

BETWEEN the two great mountain ranges of California, the Sierra Nevada on the east and the Coast Range on the west, lies the Great Central Valley, drained by the San Joaquin and the Sacramento rivers. This valley extends from the Tehachapi Mountains on the south to Mount Shasta on the north, a distance of about 450 miles. With nearly 20,000 square miles of comparatively level land, this great valley is both the granary of California and one of the great fruit and stock producing regions of the world. The southern portion of the valley is known as the San Joaquin Valley, while the northern part is called the Sacramento Valley.

Visitors to the state wishing to study Agricultural California should by all means visit points in the Great Valley. Here is the home not only of grains, alfalfa, celery and asparagus, but of the fig, the almond, the grape, the orange, the apricot, the olive and other tropical and subtropical fruits.

The cities of Sacramento and Stockton may be reached from San Francisco by both rail and steamer, while Bakersfield, Visalia, Fresno, Merced, Marysville, Oroville, Chico and other cities may be reached by rail.

Among the Redwoods

A WEEK could be very pleasantly spent among the redwoods at numerous hotels, mineral springs or farm resorts on the line of the Northwestern Pacific Railroad, north of San Francisco. On this line special summer rates will be granted. A most attractive one-day jaunt over this line is the "Triangle Trip," taking one through 150 miles of mountain and redwood forest scenery, with a boat ride on San Francisco Bay, and by rail along the Russian River. Round-trip rate for the "Triangle Trip," Saturdays and Sundays, \$3.00; other week days, \$3.60. Hotel accommodations may be secured at these resorts at from \$16.00 to \$40.00 per week.

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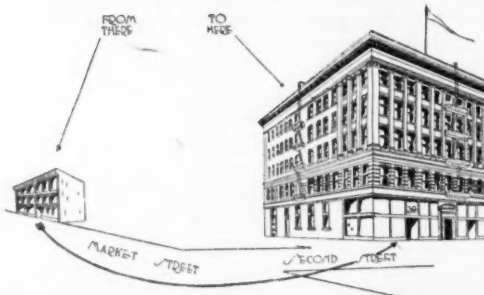
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Shasta Resorts

ALL reaching San Francisco or returning home by the Shasta Route of the Southern Pacific, will find it well worth their while to stop over for a week or more at any one of the resorts near Mount Shasta. Excursions to Mount Shasta and to the numerous mineral springs, trips among the pines, mountain climbing, hunting and fishing are among the attractions of the Shasta region. Hotel accommodations from \$20.00 per week up.

Lake Tahoe

DURING the open season, from May 15 to October 15, a week or the entire vacation, for that matter, can be profitably spent at the Lake Tahoe resorts (elevation 6240 feet). Lake Tahoe is twenty-three miles long and thirteen miles wide. Those going to or returning from San Francisco by the Ogden Route of the Southern Pacific may stop over at Truckee and visit the Tahoe resorts at but little extra expense for side-trip transportation. Stop-overs at Truckee will be allowed on all through railway and Pullman tickets. A round-trip ticket from Truckee to the lake, around the lake by steamer "Tahoe" and return to Truckee will cost \$6.60. On this ticket stop-overs will also be allowed. Among Tahoe amusements are trout fishing in the lake and numerous streams found roundabout, bathing, boating, driving and mountain climbing. Accommodations may be secured at the Tahoe resorts at from \$3.50 per day up.

Tourists from the east via Ogden under through ticketing arrangements can detour from Truckee via Lake Tahoe and the Tioga Pass auto road (a 3-day trip) to Yosemite National Park, leaving the Park at El Portal and connecting at Merced with Southern Pacific to destination; or the detour can be made in reverse direction.

Yosemite National Park

THOSE reaching San Francisco via the San Joaquin Valley or with return tickets via the San Joaquin Valley lines (the Santa Fe and the Southern Pacific), can arrange to reach the Yosemite National Park from Merced via the Yosemite Valley Railway, all tickets permitting stop-over privileges at Merced. From Merced the round trip rate to the Park is \$13.50. For those not routed via the San Joaquin Valley, the round-trip to the Yosemite National Park from San Francisco will be \$20.75 for those traveling on day trains, with \$3.00 added for Pullman for those taking the night train. Accommodations in the Park can be secured at from \$4.00 and up per day; hotel rates from

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San Francisco

San Mateo

\$6.00 and up per day. Tents for private camping may be rented at reasonable rates. Trained saddle horses may be hired in the Park. Many tourists to the Park take the trails on foot, thus eliminating the expense for saddle horses as well as securing the enjoyment of mountain climbing. Twenty-six miles from the Park is the Mariposa Grove of Big Trees. This Grove can be reached by auto stage, the round trip costing \$15.00. From El Portal, the terminus of the Yosemite Valley Railway, the Merced Grove of Big Trees may be reached by stage.

The Canyons

A PLEASANT week may be spent in the Gen. Grant and Sequola National Parks east of Visalia, or in the neighboring canyons of the Kings and Kern rivers, which, with their higher surrounding mountains, offer attractions only equaled by the Yosemite. Those going to San Francisco or returning via the San Joaquin Valley may stop over at Visalia or Exeter. The round trip from there to Camp Sierra in the Giant Forest, where are the greatest number of Big Trees in the world, is about \$13.00, including electric railway and stage ride. In the Giant Forest are more than 3,000 Big Trees over 300 feet high, with many thousands more of lesser size. The round trip from Visalia or Exeter, including a week's accommodation at Camp Sierra, transportation, etc., would be about \$25.00. The rate at Giant Forest Lodge is lodging \$1.50 per day and up, meals a la carte and table d'hôte.

Coast Resorts

A WEEK and as much longer as one wishes to remain, could be delightfully spent at Santa Cruz, Del Monte, Pacific Grove, Paso Robles Hot Springs or El Pizmo Beach, resorts on the Coast Line of the Southern Pacific between San Francisco and Los Angeles. Among the attractions at either Santa Cruz or Pacific Grove are sunbathing, boating and fishing. Between Pacific Grove and Hotel Del Monte or Monterey, one may journey by street car, take the famous Seventeen-mile Drive, visit Carmel Mission, etc. Tickets via Ogden, Salt Lake City, Portland, Deming, El Paso or Albuquerque good for passage over the Southern Pacific Coast Line between San Francisco and Los Angeles, will be honored via Santa Cruz without extra charge. Round trip fare from Del Monte Junction to Del Monte, \$1.08; Monterey, \$1.20, and Pacific Grove, \$1.32. On these tickets stop-overs will be allowed at Palo Alto to visit Stanford University (one mile from Palo Alto), and at San Jose to inspect the orchards of the Santa Clara Valley or to visit the Lick Observatory on Mount Hamilton, 4209 feet elevation, (round trip by auto stage, \$5.00). Accommodations may be secured at the Coast resorts at from \$15.00 per week up.

Santa Cruz Big Trees

THE Santa Cruz Grove of Big Trees is on the line of the Southern Pacific railway, seventy miles south of San Francisco and six miles north of Santa Cruz. The trees in this grove are

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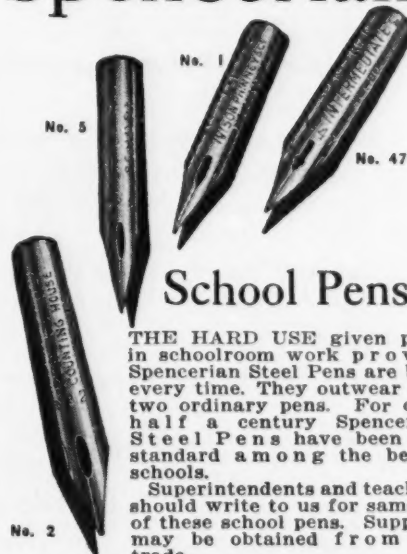
The course covers the work of the first six grades with helpful suggestions for grades seven and eight. Teachers need not take notes as twelve Bulletins go with the course. Former students testify to the practical, helpful nature of the work given.

The faculty is exceptionally strong.

Berkeley Session—July 2nd to July 20th.
Long Beach Session—
July 30th to August 17th.

For further information write to
MISS CAROLINE SWOPE
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Superintendents and teachers should write to us for samples of these school pens. Supplies may be obtained from the trade.

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LADIES' ORCHESTRA OF UNUSUAL EXCELLENCE IN EACH PLACE

known as *Sequoia sempervirens* or redwood. The "Giant," the largest tree in the grove, is sixty-four feet in circumference and 306 feet high. The grove may be reached from Santa Cruz by automobile or via the Southern Pacific. Nineteen miles from Felton and twelve miles from Boulder Creek, stations on the line of the Southern Pacific, is California Redwood Park, a state park of 3800 acres of natural forest.

The Santa Clara Valley

THE orchards of the Santa Clara Valley, reached by the Southern Pacific from San Francisco or Oakland, may be toured from San Jose by automobile or trolley. The entire western section of the valley may be seen from the cars of the Peninsula Electric Railway. A forty-mile ride over this line may be made between San Jose and Palo Alto for 90 cents, while a journey over the entire line, returning to starting point, may be taken on the Blossom Trolley Trips by cars which leave San Jose, Los Gatos and Palo Alto every day between 9:30 and 10:30 a. m., for \$1.00. From Palo Alto cars run every ten minutes to Stanford University. Alum Rock Canyon, the unique city park of San Jose, may be reached by cars leaving the center of the city; fare, 10 cents each way.

Santa Barbara

A WEEK in Santa Barbara would give a most delightful rest. A visit to the Old Mission, the beach, the many drives and trails, will all prove of the greatest interest. Hotel accommodations from \$15.00 per week up.

Los Angeles and Southern California

FROM Los Angeles many delightful and inexpensive trips can be made to San Diego and other points of interest throughout southern California. The cost for room and meals in Los Angeles, San Diego, Catalina, Santa Monica, Long Beach, Redondo and other near-by resorts will be about the same as in San Francisco. The following are a few of the points of interest that may be reached from Los Angeles, with the round trip rate in each case:

Pasadena and the Ostrich Farm.....	\$.37
(Includes admission to the Farm)	
Santa Monica70
Redondo Beach85
Long Beach85
Venice70
San Pedro85
Old Mission Trolley Trip, including Pasadena, Baldwin's Ranch, Monrovia, San Gabriel Mission and Alhambra	1.47
Balloon Route Trolley Trip, traveling thirty-six miles along the ocean shore, visiting ten beaches and eight cities	1.00
Triangle Trolley Trip, visiting Santa Ana, Huntington Beach, Naples, Long Beach, Point Firmin and San Pedro....	1.00
Mount Lowe Trolley Trip, through Pasadena and Rubio Canyon, Echo Mountain and Alpine Tavern.....	2.50
Santa Catalina, the island resort, sixty-	

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Official Sightseeing Company
for the N. E. A.

The following are the different trips
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- Trip No. 1—Golden Gate Park, Cliff House and Presidio.
- Trip No. 2—Oakland, Berkeley, University and Greek Theater.
- Trip No. 3—Giant Redwood Trees, Ocean Shore and La Honda.
- Trip No. 4—Stanford University, Suburban and Fine Residences.
- Trip No. 5—Marin County Scenic Trip and San Francisco Bay.
- Trip No. 6—Chinatown After Dark.

All applications for reservations
will receive careful attention.
Folders mailed on request.

Clay, 14th and 15th

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Pasadena

Los Angeles

Long Beach

day ticket, \$3.10; ticket Saturday and Sunday with return limit on Monday.. 2.85

Feather River Canyon

THOSE reaching San Francisco and the N. E. A. Convention over the Western Pacific Railway will have an opportunity of seeing the rock-walled canyons of the Feather River. In the Sierras along this line are many resorts with near-by streams well stocked with trout.

Grand Canyon

THOSE routed via the Santa Fe route will enjoy a week at the Grand Canyon of Arizona. Here travelers may take trail trips, ride in automobiles along the rim and camp out below in the canyon's depths. The round trip rate by rail from Williams on the Santa Fe to the Canyon is \$9.12. At Bright Angel Camp rooms may be secured at \$1.50 and \$1.75 per day, with meals at the Harvey Cafe at reasonable rates. The rate at the El Tovar Hotel is from \$6.00 per day up. Other points of interest on the line of the Santa Fe are the Cliff Dwellings, the Indian Pueblos, the Petrified Forest and Old Santa Fe.

Post Convention Trip to Hawaii

AN official invitation has been extended by Governor Wallace R. Farrington of the Territory of Hawaii to delegates to the National Education Association to visit Honolulu after the close of the Convention, as follows:

"Territory of Hawaii extends cordial invitation to delegates attending National Educational Convention visit Hawaii at conclusion their meeting in San Francisco. Believe educational problems Hawaii deep interest to students; vital importance to nation."

The Matson Navigation Company of San Francisco has arranged a 20-day tour to Honolulu, Hilo and Kilauea Volcano, leaving San Francisco July 11th on the Matson liner, "Matsonia," returning to San Francisco July 31st. The approximate cost of the all-expense tour is \$340.50, including side-trip to Hilo to see wonderful Kilauea Volcano. Eight days will be spent in the islands. A motor tour of 90 miles around the island of Oahu, visiting pineapple fields and sugar plantations. A rail trip to Haleiwa affording opportunity to view, in glass-bottom boats, wonderful coral formations and the "rainbow fishes" of Hawaii. The volcano trip includes a scenic railway ride along the beautiful sea coast of Hawaii, a motor trip through tree fern forests to the firepit, with auto side-trips to Kalapana, in Puna, with its primitive life, grass houses and old Hawaiians.

The Northwest

THOSE reaching San Francisco or returning home via northern routes should make Portland, Spokane, Seattle, Victoria, Vancouver and Prince Rupert centers for visiting the many points of interest throughout the Great Northwest. The cost for room and meals would be about the same as in San Francisco. Five or six days might well be spent in Yellowstone



Teachers Who Attend the Oakland Convention

Are invited to visit the exhibition of the

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Interior Decorators and Craft Workers.

Students desiring credit for courses taken in the Summer School to apply
towards degrees should consult the Registrar.

Early registration is always desirable. Students may register for the Summer
Session at any time during June. Definite class assignments will be made on
Sat., June 23, and Mon., June 25. Class work will begin on Tues., June 26.

REGULAR FALL TERM

Opens August 6, 1923

THREE PROFESSIONAL SCHOOLS

1. School of Applied Arts—
Degrees: Bachelor of Design or Bachelor of Arts
in Applied Art.
2. School of Fine Arts—
Degree: Bachelor of Fine Arts.
3. School of Education in Arts and Crafts—
Degree: Bachelor of Education in Arts and Crafts.

Classes at Berkeley and Oakland.

Write for application blank and catalog for Summer Session or Fall Term.

F. H. Meyer, Director.

National Park. With eighty living glaciers and some 250 mountain lakes, Glacier National Park in northwestern Montana is well worth a visit.

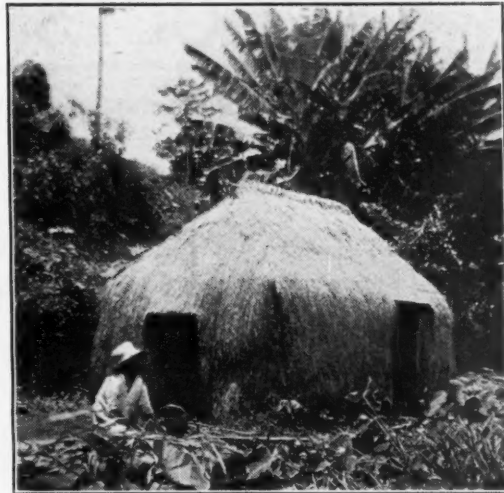
Those returning via the Canadian Pacific Railway should have their tickets routed by the Canadian Pacific Steamship for the delightful 165-mile daylight ride, through Puget Sound, the Straits of San Juan de Fuca and the Straits of Georgia to Victoria and Vancouver. From Vancouver to Calgary, the Canadian Pacific Railway passes through four stupendous mountain ranges, unfolding for 600 miles a continuous panorama of unsurpassed scenery. Every mile is replete with awe inspiring canyons, numberless beautiful lakes, streams, glaciers and towering mountain peaks. The best known resorts along the Canadian Pacific are Glacier, Emerald Lake, Yoho Valley, Lake Louise, and Banff. These resorts are all different and are all very much worth while. As it takes nearly thirty hours for a train to pass through the Canadian Pacific Scenery, it is advisable for you to break your trip at Sicamous. This can be done by leaving Vancouver on the morning train, stopping that night at Hotel Sicamous, charmingly situated on the shores of Shuswap Lake. By leaving Sicamous the following morning you will then have ahead of you one entire day of scenery unsurpassed on this continent. Open-top observation cars are placed at the rear of compartment observation cars on all trains through the mountains. This enables passengers to enjoy an unobstructed view of the mountains, canyons and glaciers, and, as the engines are oil burners, there is no annoyance from cinders and smoke.

Hawaii

FOR those who can spare the time, one of the most delightful trips from San Francisco is to Hawaii. The round trip can be made in seventeen days, giving five days on the islands. The full time could be enjoyably spent in visiting the numerous points of interest, bathing in the surf and resting in the tropical gardens. Steamers run from Honolulu to other islands. The cost of living and transportation will be about the same as for equal distances and time in California. The trip from Honolulu to Mount Kilauea, one of the largest active volcanoes in the world, and return, can be made in two and one-half days.

An Ocean Voyage

MANY teachers and visitors who will attend the great N. E. A. Convention are planning to include, in their summer itinerary, the many fascinating experiences of an ocean voyage. The S. S. Yale or S. S. Harvard sailing from San Francisco will afford a delightful overnight trip to Los Angeles or San Diego. The longer voyage will lure many over "The Great Circle Route of Sunshine" from Los Angeles to Honolulu and to the S. S. Calawali which sails from Los Angeles harbor Saturday noon, July 14th. Hawaii is an island of romance and offers many charming attractions to the mainland visitors. Such an ocean voyage will furnish a delightful phenomenon to the great convention program.



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Land of Tropic Charm

20 day tour - \$340.50
all expenses

Broaden your knowledge of Pacific geography, enjoy delightful and restful days at sea, and view many interesting and charming bits of Hawaiian and Oriental life. Eight and one-half days of shore trips.

Join the party leaving San Francisco July 11. Price includes minimum first class steamer accommodation between San Francisco and Honolulu, and side trip to Volcano of Kilauea. Hotel expenses and baggage transfer. Ninety-mile automobile trip around the Island of Oahu, rail trip on Oahu to Haleiwa, viewing Hawaii's rainbow fishes and coral gardens from glass bottom boats. Automobile ride to Mt. Tantalus, affording a wonderful panorama of mountain, valley and sea, and overlooking Honolulu. Scenic rail trip along the coast of the Island of Hawaii. Automobile trip from Hilo to the Volcano, with drive through primitive section of Hawaii.

Hawaii's educational problems are distinctive and unique; her scenery sub-tropical; her fruits healthful and appetizing.

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giving details of trip?*

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Mt. Tamalpais is worthy of visitation by all those who are to attend the great Educational Conventions in the bay region this summer. It has been called the "Mountain of Magic," and the "Guardian of the Golden Gate." It is possible to have an extremely enjoyable day by making an early start crossing the bay and then riding the "crookedest railroad in the world" up the slopes of this picturesque landmark. The powerful locomotive is especially designed for this sinuous trip. Its cylinders turn a shaft geared to the driving wheels, on their axles. The shaft is furnished with universal joints so that the many curves that characterize the road may be made. It is a curious combination, this train. No long-tailed dragon of Chinese legend and quaint fantastic tricks could equal the antics of this powerful steel-and-iron dragon that squirms its tortuous way to the summit, some 2600 feet above the

valley. And it climbs tall first! The engine backs up at the rear of the train, thus insuring perfect safety, freedom from smoke and soot, and an unobstructed view. Halfway up, the road spreads ribbon-wise into a series of grades forming an ingenious double bow-knot, distinctly outlined against the mountain's side.

Tamalpais is to the city folk around the bay what Fujiyama is to the people of Japan, an object of worship, though not from the oriental sense of reverence. Rather does it occupy in their affections the place of an ever-ready comrade with which to spend a happy holiday. Beloved alike by the hardy hobnailed hiker and the "highbrow," it is dedicated democratically to the Sunday picnicker, the painter, the poet, and the dramatist. An annual event attracting thousands is the play staged in an open-air glade by the Mountain Play Association.

Leaving the main line at the famous "Double

Say you saw it in the Sierra Educational News

Bow Knot," a branch road runs into the Muir Woods, and, crossing the face of the mountain to the southwest, passing through a deep cut, enters the east fork of Sequoia Canyon. By easy grades, the railroad winds along the sides of the canyon, through groves of laurel, fir, oak, redwoods, madrone, and numerous other varieties of trees, terminating at Muir Inn overlooking the Muir Woods, a virgin forest of giant redwoods thousands of years old. Paths have been constructed into the heart of the canyon where the mammoth redwood trees rear their perpendicular trunks to a height of 200 to 300 feet. The journey through the forest is delightful.

Fare, round trip from San Francisco to Mt. Tamalpais only, \$2.48; to Muir Woods only, \$2.48; to Mt. Tamalpais and Muir Woods, \$3.68. Party rate on application to general office, Pacific Building, San Francisco.

The lure of immediate easy money on the one side and the distracting influence of our modern life on the other, are the Scylla and Charybdis past which the young men of our day must pass, on the road to educational and vocational habilitation. They are being drawn away by the thousands because as educators we are not binding them tight enough to the masts during this perilous voyage through the straits of adolescence. Thousands of young men are entering the business and commercial world inadequately prepared and provision must be made for their vocational rehabilitation. This is the purpose of Golden Gate College, which is incorporated under the direction of the Young Men's Christian Association of San Francisco. This school has been in operation for more than twenty years. Under the new organization its program will be modeled somewhat after that of the University of Cincinnati, in which, through its cooperative plan with employers, the student will be part time at work and part time in school. This will mean better trained men, while permitting the student to earn while he learns. The Director, A. R. Mack, M. A., and his staff are men of large educational training and experience.

California High School Teachers' Association; Berkeley, July 5th and forenoon of July 6th; joint session with High School Department of the N. E. A. on the afternoon of July 6th. Committee of Fifteen will report.

The Great Northern Steamship Company has made an attractive offer of \$110.00 round trip to Europe. This would be of particular interest to teachers who desire to add the inspiration and great educational value of a European trip to their professional qualifications. The fare includes railroad fares to points as far north as Stockholm. This is an attractive offer for those who wish to visit the battlefields of France, the Shakespeare country, Scandinavia, the Land of the Midnight Sun and other points of interest.

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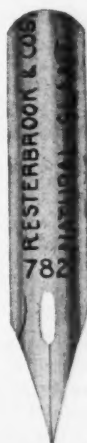
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"Natural Slant" Pen

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Four scholarships are awarded annually by the California School of Arts and Crafts to graduate students of California high schools, in a state-wide competition. The award for 1923 has just been announced. The winners in the competition are as follows: Annual scholarships, C. Frye, Compton High School, Compton, and Clara Medina, Fremont High School, Oakland. Summer School scholarship, Dorothy Thompson, Modesto High School, Modesto, and Dorothy Van Gorder, Gilroy High School, Gilroy. The Board of Awards voted a fifth Summer School scholarship to Marguerite Hennings, Alameda High School, Alameda.

Pomona College merits the hearty congratulations of school people throughout the Pacific Coast upon its recent dedicatory exercises in connection with the unveiling of the tablets of four new buildings. These four beautiful and dignified structures comprise the Summer Hall of Administration, the Memorial Training Quarters, the Crookshank Hall of Zoology and the Mason Hall of Chemistry. The Marston Quadrangle in the heart of the campus is now practically surrounded by college buildings and is steadily being beautified. Pomona College has passed nobly from its early pioneer stage into its present status of being a notable asset to the traditions of California.

California High School Teachers' Association—Berkeley, July 5th and forenoon of July 6th. Joint session with High School Department of the N. E. A. on the afternoon of July 6th.

Say you saw it in the Sierra Educational News

CALIFORNIA HIGH SCHOOL PRINCIPALS' CONVENTION

(Continued from page 326)

fervor, protesting against assembly bill 980, which granted the Governor autocratic power in the removal of state educational officials.

A strong message of loyalty and appreciation was enthusiastically adopted and sent to Will C. Wood, State Superintendent of Public Instruction. Another noteworthy action was the increase of the annual fee to \$5.00; most of the principals joined at once at the new figure.

The roll call with lantern slides of new buildings, was impressive, and graphically depicted California's tremendous strides toward adequate school housing for her boys and girls.

The sectional meetings were well organized and ably conducted, with much constructive and well-directed discussion.

Tuesday:

GROUP I. JUNIOR HIGH SCHOOLS. Mr. B. W. Reed, Boyle Heights Junior High School, Los Angeles, Presiding. Mr. Wm. A. Otto, Kerman, Secretary.

GROUP II. HIGH SCHOOLS (enrollment up to 200). Mr. D. H. Cramer, Campbell, Presiding. Mrs. Mabel C. Lazier, Independence, Secretary.

GROUP III. HIGH SCHOOLS (enrollment 200 to 800). Mr. E. G. Thompson, Sanger, Presiding. Mr. A. C. Argo, Secretary.

GROUP IV. HIGH SCHOOLS (enrollment over 800). Mr. Joseph P. Nourse, Galileo High School, San Francisco, Presiding. Mr. B. X. Tucker, Richmond, Secretary.

GROUP V. JUNIOR COLLEGES. Mr. A. G. Paul, Riverside, Presiding. Mr. James Davis, Secretary.

GROUP I. EVENING HIGH SCHOOLS. Mr. J. C. Reinhard, Central Evening High School, Los Angeles, Presiding.

GROUP II. DEPARTMENT OF COMMERCE. Mr. R. T. Gray, Taft, Presiding. Mr. E. E. Washburn, Fremont Evening School, Oakland, Secretary.

GROUP III. JUNIOR HIGH SCHOOLS. Mr. T. Malcolm Brown, Roosevelt Junior High School, San Diego, Presiding. Miss C. Flynn, Secretary, Central Junior High School, Los Angeles.

GROUP IV. TECHNICAL AND VOCATIONAL SCHOOLS. Mr. P. M. Fisher, Technical High School, Oakland, Presiding. Mr. W. T. Van Voris, Crockett, Secretary.

The following valuable and significant addresses may be chosen at random from a rich

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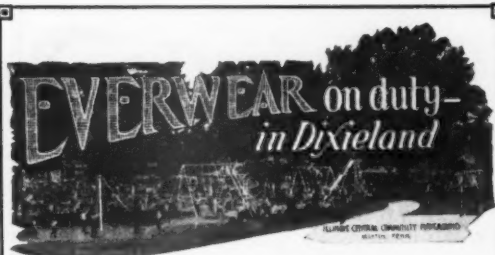
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"Some Research Problems in the Senior
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The outstanding feature of the Convention
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dent. Not only does the community build the high school—the high school may be a potent agency for the building of larger, richer and fuller community life.

Ringling emphasis was given the importance of training for effective citizenship. The high schools form a great line of defense against the assaults of ignorance, prejudice, exploitation and greed, upon the basic institutions of American life and liberty. Principal after principal, in his address or remarks, indicated his deep recognition of the heavy responsibilities now resting upon the high schools of America.

CORRECTING AN ERROR

In his article in our May issue (page 256) Mr. Mark Keppel is made to say the exact opposite of his actual statement. In his third paragraph he challenges the Governor's criticisms as to the true character of the educators of the state and then says: "We will not be satisfied unless the Governor names each and everyone of the persons whom he had in mind, or, unless he withdraws his charge and admits that he was indulging in glittering generalities."

The error which makes Mr. Keppel say "we were" indulging instead of "he was" (the Governor) indulging, is entirely misleading. —Ed.

The low salaries of city school superintendents are forcefully contrasted with those of big corporation officials, by A. E. Winship in a recent Journal of Education. He points out that the salaries of only three city superintendents in the whole United States "are as high as \$12,000, only four others are \$10,000, and scarcely four others are \$8,000, while nine out of ten do not get more than \$3,000.

"Compare these with the known salaries of officials in the subsidiaries of the Standard Oil Company. There are five of these subsidiary companies. They pay one salary of \$100,000, one \$81,660; one \$75,000; one \$65,000; one \$60,000; one \$50,000; nine others from \$30,000 to \$42,000, and 145 others get \$10,000 or more.

"Does any one believe that it takes more brains or greater responsibility to look after the business of one of these 160 jobs than it does to handle successfully the schools of a city of 100,000 population?

"To be sure, they manage their business so successfully that one stockholder draws \$12,000,000 a year in dividends, but they are told by the chief stockholders what to do, how to do it, and when to do it. Their initiative is slight, their liabilities next to nothing, and they have no anxiety for the holding of their jobs.

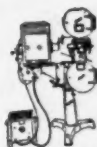
"Compare this with a city superintendent, who is held personally and officially responsible if the Board of Education adopts a mischievous policy; who has to answer to the public for any maladministration of any one of his assistants, deputies or supervisors.

NOTICE OF EXAMINATION

Notice of Examination for Teachers' Positions in the San Francisco School Department.

Notice is hereby given that a teachers' competitive examination for positions in the San Francisco Elementary Schools will be held on Friday and Saturday, June 15 and 16, 1923. For further information apply to Secretary Board of Education, City Hall, San Francisco.

Hester Grammar School, San Jose; St. Joseph's Academy, Alameda; Glenn Co. High School, Willows; Rio Linda Grammar School, Rio Linda; and Fowler Union High School, Fowler, have installed the



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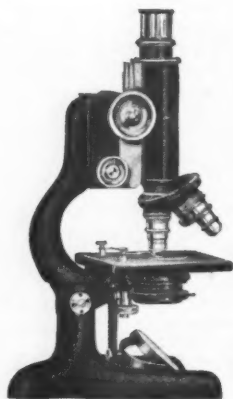
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"If one of them is too slow, the superintendent is held responsible—and if one of them is too far ahead of public sentiment, the superintendent is vastly more in danger.

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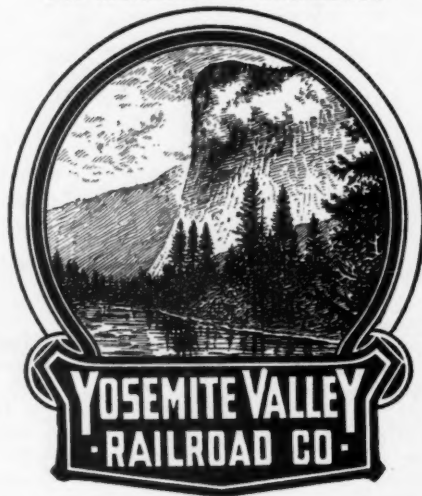
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responsible if it fails, and more responsible if one of the daily papers does not like the way in which it was made a success.

"In locating a new schoolhouse or a playground there are liable to be intensely interested community issues, and whichever site is selected he is held responsible if he takes sides and more responsible if he does not.

"When it comes to the building, he is damned if he does not favor a local architect as against an outsider, and if a local architect is to be selected he is blamed by all who do not get the job, and the one who gets it insists that the superintendent did not adequately help him to get it.

"In the decision as to a ventilation system he has more anxiety over public clamor than a \$100,000 president of a Standard Oil subsidiary plant ever dreamed of.

"And the inefficiency of one of his four hundred or four thousand teachers gives a city superintendent more trouble than the service oil stations of all the oil subsidiary companies ever gave the one hundred and sixty high-salaried officials of those subsidiary oil companies.

"All this because the public does not consider the dividends earned by a public school system of a city of any conceivable importance, while a \$12,000,000 dividend to a stockholder justifies any kind of a high salary, all conceivable freedom from annoyance, every desirable opportunity for perfection of equipment, and limitless authority where efficiency in service is at stake. No one of the one hundred and sixty high-salaried oil company officials is held personally responsible if the public is dissatisfied, but a city superintendent is responsible for everything

June 4th to 10th is "Better Homes in America" demonstration week throughout the land. An excellent plan book for the guidance of local committees has been issued by the National Headquarters, 223 Spring Street, New York City. Teachers of home-making subjects would do well to send for this practical and suggestive illustrated pamphlet of 64 pages.

The best public schools and domestic science departments are those that engage in genuine community cooperation. A "better homes" demonstration is worthwhile any week in the year. Why?

1. To show the advantages of thrift for home ownership. Only 48 per cent are home owners. Ownership encourages responsibility.
2. To overcome the present shortage of homes—America needs 800,000 homes.
3. To strengthen home life and make it attractive.
4. To assist and encourage home-makers and home-builders. Ninety-two per cent of the women of America do their own home work.
5. To improve the home environment, thereby strengthening the child. To increase the efficiency of the wage-earner of the house.
6. To stimulate sensible and valuable purchasing for home improvement.
7. To mobilize community pride for a common objective—Pride of Home.

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National Education Association, Oakland-
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says Vachel Lindsay. And when the spring term is slowly drawing to a close, it seems as if it might always be spring—and never summer vacation-time.

However, June is here at last. We hope you can put it to good use in a pleasant and restful vacation. And that in the fall you'll return freshly enthusiastic to the problems of teaching.

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It is with hearty thanks for your friendliness toward BANK STOCK this past year that we wish you a successful vacation.



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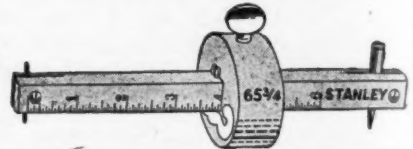
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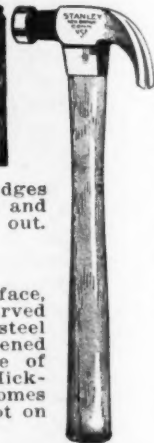
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ANNUAL MEETING CALIFORNIA COUNCIL OF EDUCATION

(Continued from page 327)

No report was submitted and committee continued.

8. Salary Schedules—Mr. Stephens, Chairman. Mr. Stephens reported that the committee was collecting data and would submit a report at the next meeting. Committee continued.
9. Tenure of Teachers—Miss Dole, Chairman. A brief verbal report was submitted and the committee was continued.
10. Americanization—Mr. Hancock, Chairman. A report was submitted and adopted, and the committee continued.
11. Grading and Promotion of Pupils—Mr. Helms, Chairman. No report was submitted. Committee continued.
12. Kindergarten System—Miss Bonney, Chairman. A report was submitted and adopted, and the committee continued.
13. Social Status of Teachers—Miss Iverson, Chairman. A brief informal report was submitted and committee continued.

On motion of Mr. Hunter the Council approved the action of the Legislative Committee and the Chairman thereof in their endeavors to bring about the defeat of Senate Bill 123, with the request that they use their further efforts in seeking to defeat the bill.

On motion of Mr. White the Council went on record as favoring the addition of \$100,000 to enable the State Board to establish a new primary geography, and that this action of the Council be communicated to the proper authorities at Sacramento.

President Keppel reported that Miss Van de Goorberg, Chairman of the Committee on Teachers' Retirement Salary, had asked to be relieved. Mr. Keppel thought that committee should be continued, with the understanding that the Chair would reassign membership on the committee.

On motion of Mr. Cloud, the efforts of the committee to secure the passage of Senate Bill 127 were approved.

President Keppel made a brief verbal report for the Committee on Reorganization of the School System. He stated that the committee would be reorganized for work during the coming year.

Mr. Crane presented the following resolution:

That the Federal Board of the C. T. A. be requested to pay the traveling expenses of all State Council members to this meeting.

On motion the resolution was adopted, with the understanding that the matter would come before the Board of Directors for consideration and action.

President Keppel stated that his understand-

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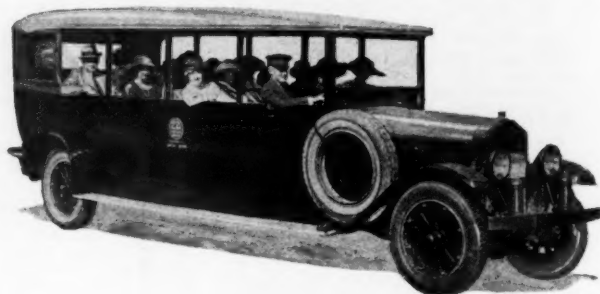
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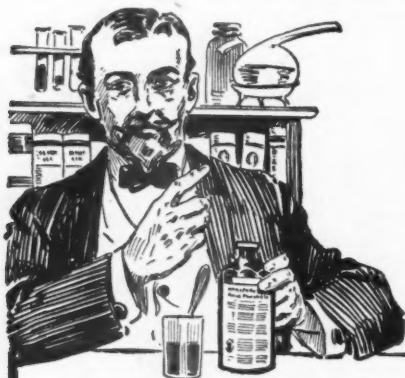
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ing was that the resolution was a request to be considered by the Board of Directors.

On motion the Council adjourned.

JAS. A. BARR,
Assistant Secretary.

MEETING BOARD OF DIRECTORS

A meeting of the Board of Directors of the California Council of Education was held in the office of the Executive Secretary, April 13, 1923. The meeting was called to order at 6:30 p. m. by President Mark Keppel.

The roll call showed that the following Directors were present: Miss Dole and Messrs. Chaney, Cloud, Cox and Keppel.

The minutes of the meeting held on December 2, 1922, were approved as printed in the Sierra Educational News in January, 1923, page 36.

President Keppel stated that owing to the illness of Executive Secretary Arthur H. Chamberlain, he was unable to be present at the meeting, and that James A. Barr, Assistant Secretary, would act for him.

The Auditor's report was presented to the Board, and, on motion, adopted.

The financial statement of the Secretary for the year 1922 was read, and on motion approved and ordered printed in the Sierra Educational News.

The Acting Secretary reported for Mr. Chamberlain that 19 delegates to the N. E. A. had been apportioned for 1922, but that at this time the number to be apportioned for 1923 was uncertain. Mr. Chamberlain suggested that the apportionment of delegates and alternates by sections be as follows, with the understanding that the alternates would become delegates should the apportionment finally justify it: Bay Section, 4 delegates and 2 alternates; Central Section, 2 delegates and 2 alternates; Central Coast Section, 1 delegate and 1 alternate; Northern Section, 2 delegates and 1 alternate; North Coast Section, 1 delegate and 1 alternate; Southern Section, 9 delegates and 1 alternate.

On motion, the recommendation was approved. Meeting adjourned.

JAS. A. BARR,
Assistant Secretary.

MEETING OF INCOMING BOARD OF DIRECTORS

The incoming Board of Directors of the California Council of Education met at Hotel Oakland, Oakland, California, on April 14, 1923. The meeting was called to order by President Keppel at 5 p. m. Roll call by Assistant Secretary James A. Barr showed that the following members were present: Mrs. Jones and Messrs. Cloud, Cooper, Cox, Farris, Keppel and Stephens.

Mr. Keppel was the unanimous choice of the Board for President, Mr. Stephens for Vice-President, and Mr. Chamberlain for Executive Secretary. The Oakland Bank of Savings was named as treasurer.

President Keppel appointed a Budget Committee as follows: E. Morris Cox, Miss Cecil M. Davis and A. J. Cloud.

On motion, the matter of paying the traveling expenses of all State Council members to

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The life of the school teacher is devoted to the education of our future citizens—The mission of the **Physical Culture Shoe** is to assist you by keeping your feet free from all aches. Your back aches vanish—Your nervousness disappears—Your ankles swell no longer—Your posture improves—Your co-workers will comment on the trim appearance of your shoes—Your physician will approve them for their corrective features and will commend you on your increased efficiency.

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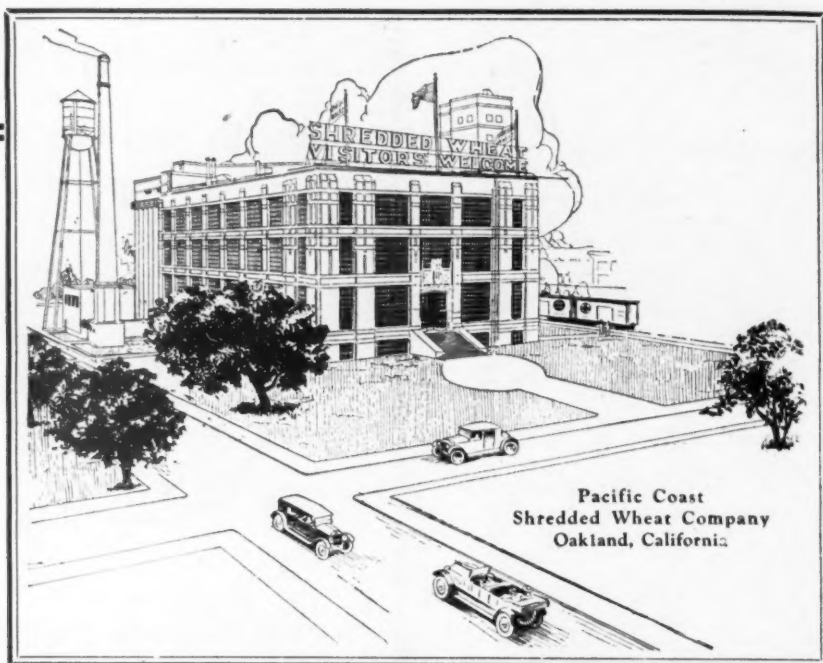
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this meeting was referred to the Budget Committee, with the request that a report be submitted at the earliest possible moment. On motion, the President was authorized to call a special meeting of the Board of Directors or to call for a vote by mail on the report of the Budget Committee.

On motion, the meeting adjourned.

JAS. A. BARR,
Assistant Secretary.

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PACIFIC COAST SHREDDED WHEAT COMPANY
OAKLAND, CALIF.

L. Van Nostrand, Pacific Coast Representative of the Milton Bradley Company, recently returned to San Francisco after a three months' national "swing around the circle." After attending the sessions of the Department of Superintendence, he attended the annual meeting of the company held at the home office, Springfield, Mass. He returned via New Orleans, Phoenix, Los Angeles and Salt Lake City. Mr. Van Nostrand reports that he found business conditions excellent everywhere, with factories running overtime, little unemployment and a general spirit of business optimism.

The Berkeley children of 1923 are better students, show more speed and ability and all-round evidence of good scholarship, than did the school children of 1845 of Boston and Springfield, Massachusetts. A recent test in the Berkeley Public Schools, made by Mr. Hamilton and Mr. Kyte, utilized exactly the same questions which had been given to eighth grade children in the Boston and Springfield schools in 1845. It measured ability in punctuation, spelling, history, geography, grammar, and arithmetic. Although the children in the Berkeley eighth grade represented all types of ability, whereas the Springfield and Boston eighth grades probably would not have children with the lower levels of ability, since the laws did not then compel all children to go to school, yet the evidence shows that the children taught by modern methods and by means of a much richer course of study were found very superior in ability as compared with the children of two leading educational cities who were taught by former methods through the old classical, formal course of study. The showing is the stronger when it is considered that the Berkeley children took the test made for the Boston and Springfield children, and especially designed to test the types of work schools then did.

The Berkeley children stood 13% better in history, 22% better in geography, and 31 to 33.5% better in ability to solve arithmetical and mechanical problems, or 64% higher on the average in their ability to solve all types of problems. The data on English is even more striking. Only in ability to parse sentences, a thing which has no life-use value, did the Berkeley children stand lower, and in this ability only 16% lower. On the other hand, in their ability to use English in every-day life situations, the Berkeley children were remarkably superior. They were 71% better in their use of punctuation, 154% better in their ability to use the English language, and 850% better in their ability to spell correctly the words they actually use. Every place where the Springfield test has ever been repeated it has shown that modern methods and modern courses of study produce better ability in the things tested than did the schools of an earlier date which some would like to believe were superior to the schools of today.

Traveling art exhibits which never leave Greater New York are part of the educational work of the Peoples' Institute, United Neighborhood Guild of Brooklyn. The desire to help

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promote a folk-appreciation of what is best in art is the purpose of the work, according to the art committee of the People's Institute, which is cooperating with the Metropolitan Museum of Art and the Brooklyn Museum. The exhibits which the committee assembles are shown in the high schools of Brooklyn. Six of these are now making the trip. A selection of twenty-four etchings from the Metropolitan Museum of Art are hung in the halls of the Manual Training High School. A group of Medical prints is at the Commercial High School. Six interesting small bronzes, among them work of Anna Vaughan Hyatt, Herbert Adams and Francis Grimes, are exhibited in the halls of Bay Ridge High School. An exhibition of textiles is on display at the Girls' High School. Some black and white drawings, illustrations for children's books by Helen Barton, are hung at the Williamsburg branch library.

The College of the Pacific Bulletin, issued March 1923, is the catalog for the current year. The faculty has grown to 59, and the student body comprises 486. This is the oldest incorporated educational institution in California. It was chartered in 1851 at Santa Clara, in 1871 moved to San Jose, and now plans to move to Stockton. In the late fifties the University founded the first medical school in the state. Next fall the College will offer freshmen instruction on the new forty-acre campus at Stockton, and in 1924 will be entirely moved to its fine new site.

Say you saw it in the Sierra Educational News

SHORT TRIPS FROM SAN FRANCISCO

Visitors to San Francisco at the time of the Convention of the National Education Association will enjoy the pleasant outing trips along the lines of the Northwestern Pacific. They lead into a region of California which is rich in the diversity of its scenic beauty.

BAY TRIP TO SAUSALITO: A delightful journey by Northwestern Pacific ferryboat, passing the Golden Gate and Alcatraz Island. Sausalito is a flower-bedecked city of homes overlooking the bay.

MOUNT TAMALPAIS: Scaled by "the crookedest railroad in the world," from Mill Valley. The ascent affords ever-changing panoramas, and the view from the summit (2600 feet above sea-level) is magnificent.

MUIR WOODS: A primeval forest of great redwood trees, reserved as a National Monument. Usually visited in conjunction with the Tamalpais trip.

TOWNS OF MARIN COUNTY: Reached by steam and electric lines. Some of California's most beautiful homes are in San Rafael, the county seat; Belvedere, Larkspur, Kentfield, Ross, San Anselmo and Fairfax. At Lagunitas are redwood groves, popular with excursionists.

PETALUMA: "The World's Egg Basket"—center of the vast poultry industry.

SANTA ROSA: County seat of beautiful Sonoma County. Home of Luther Burbank, originator of new plants and flowers. The famous Petrified Forest is reached from Santa Rosa.

SONOMA VALLEY: Historic town of Sonoma, with old Franciscan Mission built in 1823. Boyes' Hot Springs, Agua Caliente and Fettes' Hot Springs are nearby. The Jack London ranch at Glen Ellen is in this "Valley of the Moon."

THE COAST COUNTRY: From Sausalito to Point Reyes and Tomales Bay. Surf-bathing at Inverness and Dillon Beach. Historic Drake's Bay.

HEALDSBURG: A charming city on a bend of the Russian River, in a fertile orchard region.

RUSSIAN RIVER REGION: Great outdoor vacation realm about Monte Rio and Guerneville. Picturesque beaches and resorts all along the river.

LAKE COUNTY: The highland area around Clear Lake, accessible from Northwestern Pacific lines. More mineral springs than in all of Europe.

GIANT REDWOODS: Humboldt State Redwood Park, in the Eel River region, and many other splendid redwood tracts adjacent to the railroad. The *Sequoia sempervirens* are living wonders of the world.

EUREKA: Westernmost city of the United States. Center of excursions into the redwoods. New tourist hotel.



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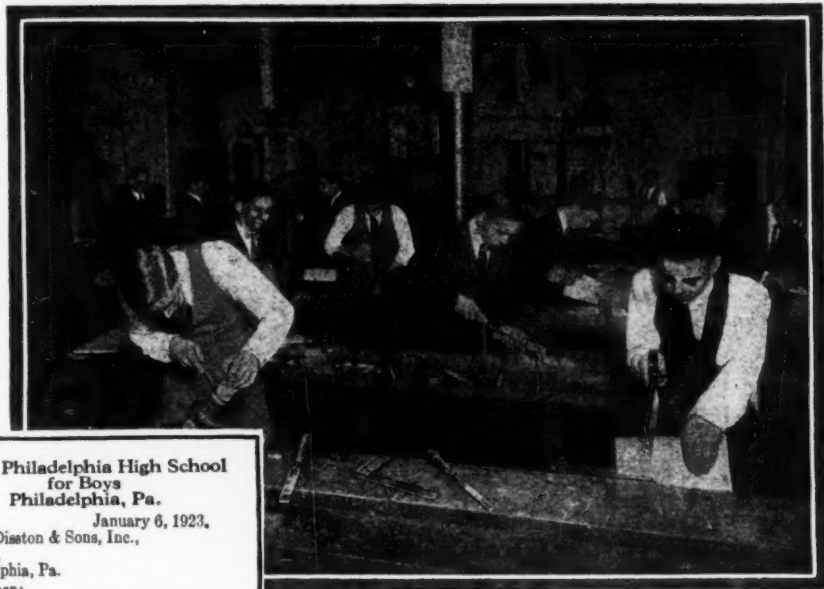
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